DOCUMENT RESUME

ED 379 190 SO 024 439

AUTHOR	Harrison, Jo-Ann; And Others
TITLE	Unity and Diversity of Culture and Curriculum in the Israeli Education System.
INSTITUTION	Institute for the Study of Educational Systems, Jerusalem (Israel).
SPONS AGENCY	Foundations of the Milken Families, Jerusalem (Israel).; Jerusalem Center for Public Affairs, Inc. (Israel).
REPORT NO	ISBN-965-476-001-0
PUB DATE	Jan 94
NOTE	496p.; For related items, see SO 024 431, SO 024 433, and ED 378 092-093.
AVAILABLE FROM	Institute for the Study of Educational Systems, Beit Milken, 13 Tel-Hai Street, Jerusalem, Israel 92107.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF02/PC20 Plus Postage.
DESCRIPTORS	Academic Achievement; *Cultural Differences; *Curriculum Development; *Decision Making; *Educational Policy; Educational Research; *Educational Trends; Elementary Secondary Education; Foreign Countries; Parent Attitudes; Student Attitudes; Teacher Attitudes
IDENTIFIERS	*Israel

ABSTRACT

Based on intensive interviews and observations in a scientifically selected sample of over 100 Israeli schools, this study presents a detailed picture of the characteristics of school curricula and cultures, and the attitudes and expectations of students, teachers, principals, and parents with regard to curriculum and school culture in the different kinds of schools in Israel. The findings of this study are documented in 190 tables and charts. The treatment of the educational issue is not easy, in part because every educational system must respond to four sets of demands whose importance is given different weight by different segments of the body politic. The four sets of demands are civilizational, social, parental, and individual student. Each is represented by a specific referent. This report presents a comprehensive study of the nature of the Israeli public educational system in the 1990s. This study aims to identify and describe the uniformity and diversity of school culture and curriculum in the Israeli education system today. It investigates three major questions: (1) To what extent does there exist a common basic curriculum in the Israeli school system today, and what are its characteristics?; (2) What distinctive subcultures are apparent in the Israeli educational system today? How does the curriculum reflect these distinctive subcultures?; and (3) Who controls curriculum decision making and development in the system today? The conceptualization of this study is guided by two sociological perspectives, the institutional perspective and the perspective of symbolic interaction, which have become important frameworks for analyzing the culture and curriculum of educational systems. (DK)

80

מכון לחקר מערכות חינוך
אייסס ISES
Institute for the Study of Educational Systems

ED 379 190

UNITY AND DIVERSITY OF CULTURE AND CURRICULUM IN THE ISRAELI EDUCATION SYSTEM

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

Dr. Jo-Ann Harrison
Principal Investigator

Prof. Daniel J. Elazar
Academic Director

Zvi R. Marom
Director-General

SO 024 439

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
CHAYA HERSKOVIC
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

January 1994
Tevet 5754

BEST COPY AVAILABLE

פרויקט משותף של המרכז הירושלמי לענייני ציבור ומדינה והקרנות של משפחות מילקן
A joint project of the Jerusalem Center for Public Affairs and the Foundations of the Milken Families

דואר אלקטרוני
dialcom 5005 GL1880
Electronic mail

פקס
02-619112
Fax

Beit Milken
13 Tel-Hai st.
Jerusalem 92107

טל
02-619281
Tel.

בית מילקן
רח׳ תל חי 13
ירושלים 92107

Copyright © 1994 by the
Institute for the Study of Educational Systems

ISBN 965-476-001-0

Acknowledgments

I wish to express my gratitude to the people who helped make this study possible.

First of all, I wish to express my appreciation to ISES, the Institute for the Study of Educational Systems, founded by the Jerusalem Center for Public Affairs and the Foundations of the Milken Families, that financed this study; and to Professor Daniel J. Elazar, President of the Jerusalem Center, and Zvi R. Marom, the Center's Director-General, both members of the ISES Board, for making this research possible and for providing important feedback and support at every stage.

Second, I wish to thank the principals, teachers, pupils, and parents who participated in this study for their cooperation and the time that they invested in it. We tried to represent their responses to our questions as faithfully as possible and preserve their anonymity. We hope that some of the findings of the study will provide them with food for thought.

Third, I wish to thank senior members of the research staff for their help in the development of the research instruments, in the gathering of the data and in the data analysis. Special thanks are due Rachel Levine who coordinated much of the communication with schools and staff, helped gather the data, and contributed enormously to the analysis phase. Zivan Sosek contributed greatly to designing research instruments and methods of analysis of the data as well as gathering data in the field. Khaled Asba and Egbriah Abd-Ellateef coordinated and handled the communication and research in the Arab system with sensitivity and skill. Ragah Kadouri single-handedly gathered the data in the Druse system and contributed greatly to our understanding of it. Yizhak Ovadiah was our man in the State Religious system. His contribution showed his sophisticated psychological background. Yafa Keret, Ohelah Grossman, Tammy Bass, Yael Hochberg, Talia Goren, and Anat Grantman all contributed an important part to the research effort. Yitzhak Weiss and Tivah Hershman spent many hours of hard work on the computer analysis. Many other students contributed to the research either in gathering the data or coding it, including Elanit Ben Gigi, Tal Beri, Ayalah Cohen, Elana Cohen, Hadas Eschel, Edna Gur Arieh, Tehila Medina, Limor Mualem, Shai Or, Edna Shelef, and Havah Yahalom.

Last, but not least, I wish to thank Chaya Herskovic for her administrative work and Mark Ami-El for preparing the figures and tables and editing the manuscript.

— J.H.

Table of Contents

Introduction - Daniel J. Elazar xiii
Major Findings 1

PART I: THEORETICAL FRAMEWORK AND RESEARCH DESIGN

Chapter 1 School Culture and Curriculum — A Conceptual Framework 13
Chapter 2 The Social Transformation of Israeli Society and Its Educational Institutions 23
Chapter 3 Research Design 39

PART II: UNITY AND DIVERSITY OF CURRICULUM AND CULTURE IN THE ISRAELI EDUCATION SYSTEM TODAY

Chapter 4 The Formal Curriculum 69
Chapter 5 Principals' Perspectives about the Present School Curriculum 107
Chapter 6 Teachers' Perspectives about the Present School Curriculum 133
Chapter 7 Pupils' Perspectives about the Present School Curriculum 165
Chapter 8 Parents' Perspectives about the Present School Curriculum 201
Chapter 9 Characteristics of Class Lessons 215
Chapter 10 The Present School Curricula of the Israeli Education System: A Comparison and Synthesis of the Perspectives of Principals, Teachers, and Pupils 231

PART III: UNITY AND DIVERSITY OF PERCEPTIONS OF THE IDEAL (DESIRED) CURRICULUM OF MEMBERS OF THE ISRAELI EDUCATION SYSTEM

Chapter 11 Principals' Views of the Desired School Curriculum 249
Chapter 12 Teachers' Views of the Desired School Curriculum 263
Chapter 13 Pupils' Views of the Desired School Curriculum 295
Chapter 14 Parents' Views of the Desired School Curriculum and Desired System-Wide Educational Policies 327
Chapter 15 A Synthesis of Principals', Teachers', and Pupils' Views of the Desired School Curriculum 345
Chapter 16 Curriculum Decision-Making and Development in the Israeli Education System — Actual and Desired 353

PART IV: CONCLUSION

Chapter 17 A Comprehensive Picture of Commonality and Diversity in the Israeli Education System and its Implications for Israeli Society 377

Bibliography 395
Appendix Tables 401

List of Tables and Figures

Chapter 2

Table 2.1 Weekly Lessons in the Basic Curriculum for the 5th Grade in State and State Religious Systems in the 1960s 31
Table 2.2 Bases of Cultural Diversity in the Israeli Education System 37

Chapter 3

Table 3.1 Distribution of Schools by System and School Level 40
Table 3.2 Distribution of Teacher Respondents by System and School Level 41
Table 3.3 Distribution of Pupil Respondents by System and Grade Level 42
Table 3.4 Distribution of Parent Respondents by System and School Level 43
Table 3.5 Classroom Observations by System and School Level 43
Table 3.6 Grade Level Organization of Schools by System 45
Table 3.7 Means and Standard Deviations of Number of Immigrant Pupils and Teachers by System 46
Table 3.8 Means and Standard Deviations of Number of Pupils and Teachers by School Level 47
Table 3.9 Distribution of Schools by Economic Status of Student Body and System 48
Table 3.10 Distribution of Teachers in Sample by Roles 49
Table 3.11 Distribution of Teacher Respondents by Subject Taught and Grade Level 51
Table 3.12 Means and Standard Deviations of Teachers' Education and Experience by System 52
Table 3.13 Means and Standard Deviations of Teachers' Education and Experience by School Level 53
Table 3.14 Distribution of Teacher Respondents by System, School Level, and Gender 54
Table 3.15 Distribution of 6th Graders by System and Country of Birth 55
Table 3.16 Distribution of 8th Graders by System and Country of Birth 56
Table 3.17 Distribution of 11th Graders by System and Country of Birth 57
Table 3.18 New Immigrants by Country of Birth — State and State Religious Systems 58

Chapter 4

Table 4.1 Goals, Contents, Teaching and Evaluation Methods in Syllabi of Mathematics, Literature, and History by System and School Level 72
Table 4.2 Recommended Hours of Instruction for Required and Optional Subjects in the Elementary Grades of State and State Religious Systems 78
Table 4.3 Recommended Hours of Instruction for 8th Grade in Junior High in State and State Religious Systems 79

Table 4.4 Mean Number of Lessons Per Week Per Subject Field by System 81
Table 4.5 Means and Standard Deviations of Lessons Per Week in Subject Fields by System for 6th Grade 83
Table 4.6 Means and Standard Deviations of Lessons Per Week in Subject Fields by System for 8th Grade 84
Table 4.7 Means and Standard Deviations of Lessons Per Week in Subject Fields by System for 11th Grade 85
Table 4.8 Means and Standard Deviations for Subject Field by Grade 87
Table 4.9 Means and Standard Deviations of Lessons Per Week Per Subject Field in the 8th Grade by Type of School 89
Table 4.10 Means and Standard Deviations of Lessons Per Week in Subject Fields by Type High School 91
Table 4.11 Means and Standard Deviations of Lessons Per Week in Subject Fields in State System by Type High School 93
Table 4.12 Means and Standard Deviations of Lessons Per Week in Subject Fields in State Religious System by Type High School 94
Table 4.13 Means and Standard Deviations of Enrollments Per Subject in 8th Grade by System 96
Table 4.14 Means and Standard Deviations of Enrollments Per Subject in 11th Grade by System 98
Table 4.15 Means and Standard Deviations of Enrollments Per Subject in 8th Grade by Gender 101
Table 4.16 Means and Standard Deviations of Enrollments Per Subject in 11th Grade by Gender 102

Chapter 5

Table 5.1 School Religious Orientation by System as Reported by Principals 109
Table 5.2 Percentage of Schools with Political Orientation by System 110
Table 5.3 Types of Political Orientation in Jewish Schools by System 111
Table 5.4 Types of Political and Religious Orientation in Minority Schools by System 112
Table 5.5 Distribution of Jewish Religious/Political Ideological Orientations in the State and State Religious Systems 113
Table 5.6 Results of Discriminant Analysis of School Values by School Level 114
Table 5.7 Means and Rank Order of Educational Priorities by System 118
Table 5.8 Means for Teaching Methods by System 120
Table 5.9 Percent of Schools Reporting the Use of Various Disciplinary Measures 122
Table 5.10 Means and Standard Deviations of Number of Informal Activities by System and School Level 125
Table 5.11 Percentage of Schools Reporting Conflicts of Different Types 128
Table 5.12 Means of School Curriculum Variables by High School Type 130

Chapter 6

Figure 6.1 Teachers' Perceptions of Educational Priorities by System 134
Figure 6.2 Teachers' Perceptions of Educational Priorities by School Level 136
Figure 6.3 Teachers' Perceptions of Educational Priorities by School Level and System 137
Table 6.1 Means and Standard Deviations of Teachers' Reports of the Extent of Use of Teaching Methods by System 139
Figure 6.4 Teachers' Reports of the Extent of Use of Teaching Methods by School Level and System 140
Figure 6.5 Teachers' Reports of the Extensiveness of Informal Education by School Level and System 144
Figure 6.6 Teachers' Reports of Gender Differentiation by School Level and System 146
Figure 6.7 Teachers' Reports of Tracking by School Level and System 147
Figure 6.8 Teachers' Reports of Progressive Classroom Characteristics by System 149
Figure 6.9 Teachers' Reports of Traditional Classroom Characteristics by System 150
Figure 6.10 Teachers' Reports of Progressive Classroom Characteristics by School Level 152
Figure 6.11 Teachers' Reports of Traditional Classroom Characteristics by School Level 153
Table 6.2 Means and Standard Deviations of School Curriculum Characteristics for Academic, Comprehensive, Technological and Vocational High Schools 159

Chapter 7

Figure 7.1 Most Emphasized School Goal According to 6th Graders by System 166
Figure 7.2 Most Emphasized School Goal According to 8th Graders by System 167
Figure 7.3 Most Emphasized School Goal According to 11th Graders by System 168
Figure 7.4 Goal Emphases in State and State Religious Schools as Reported by 8th Graders 171
Figure 7.5 Goal Emphases in State and State Religious Schools as Reported by 11th Graders 172
Figure 7.6 Pupils' Reports of 6th Grade Classroom Environment Characteristics by System 175
Figure 7.7 Pupils' Reports of 8th Grade Classroom Environment Characteristics by System 176
Figure 7.8 Pupils' Reports of 11th Grade Classroom Environment Characteristics by System 177
Table 7.1 Means and Standard Deviations for Pupil Participation in Informal Education Activities by School Level 178
Table 7.2 Means and Standard Deviations for Pupil Participation in Informal Education Activities by System 179

Table 7.3 Distribution and Rank Order of 8th Graders' Choice of Most Emphasized Subjects by System 182
Table 7.4 Distribution and Rank Order of 11th Graders' Choice of Most Emphasized Subjects by System 183
Figure 7.9 Pupils' Feelings of Affiliation and Parent Participation by School System 185
Figure 7.10 Pupils' Feelings of Affiliation and Parent Participation by School Level 186
Table 7.5 Pupils' Feelings of Affiliation and School Curriculum Variables by Type of Elementary School 189
Table 7.6 Means and Standard Deviations of 8th Graders' Educational Priorities by System and School Type 192
Table 7.7 Results of Two-Way Analyses of Variance by System and School Type on 8th Graders' Reports of Feelings of Affiliation, Parent Participation in School Life, and Student Participation in Informal Activities 193
Table 7.8 Pupils' Perceptions of Educational Priorities of Academic, Comprehensive, Technological and Vocational High Schools in State and State Religious Systems 195
Table 7.9 Means and Standard Deviations of Pupils' Feelings of Affiliation and Parent Participation in School Life by System and High School Type 197
Table 7.10 Summary of School Curriculum Characteristics in Academic, Comprehensive, Technological and Vocational High Schools According to Pupil Reports 199

Chapter 8

Table 8.1 Percentage of Parents Reporting School Values by System and School Level 203
Figure 8.1 Parents' Perception of Educational Priorities by System 204
Table 8.2 Parents' Perception of Most Emphasized Subjects by System 206
Figure 8.2 Parents' Perception of Classroom Environment Characteristics by System 210
Figure 8.3 Parents' Perception of Progressive and Traditional Classroom Environment Characteristics by System 211
Figure 8.4 Parents' Perception of Progressive and Traditional Classroom Environment Characteristics by School Level 212

Chapter 9

Table 9.1 Means and Standard Deviations of Class Lesson Characteristics by System 217
Table 9.2 Means and Standard Deviations of Class Lesson Characteristics Found Significantly Different by School Level 222
Table 9.3 Means and Standard Deviations of Class Lesson Characteristics Found Significantly Different by System for Elementary Schools 225
Table 9.4 Means and Standard Deviations of Class Lesson Characteristics by System for Secondary Schools 228

Chapter 10

Table 10.1 Characteristics of the School Curricula of Elementary, Junior and Senior High Schools 234
Table 10.2 Characteristics of School Curricula of the Education Systems 235
Table 10.3 Agreement of Pupils' and Teachers' Findings about Classroom Environments 239
Table 10.4 Types of School Sub-Cultures 243

Chapter 11

Table 11.1 Means and Rank Order of Principals' Desired Educational Priorities by System 250
Figure 11.1 Principals' Perceptions of Actual and Desired Educational Priorities by System 252
Figure 11.2 Principals' Perceptions of Actual and Desired Educational Priorities by School Level 253
Table 11.2 Means and Standard Deviations for Principals' Perception of Actual and Desired Teaching Method Use by System 256
Table 11.3 Percentage of Principals Desiring Adoption of Curriculum Projects by System 259

Chapter 12

Table 12.1 Means, Standard Deviations, and Rank Order of Teachers' Preferred Educational Priorities by System 264
Table 12.2 Means and Standard Deviations of Teachers' Desired Teaching Methods by System 266
Table 12.3 Means and Standard Deviations of Teachers' Desired Evaluation Methods by System 267
Figure 12.1 Teachers' Preferred Progressive Classroom Environment Characteristics by System 269
Figure 12.2 Teachers' Preferred Traditional Classroom Environment Characteristics by System 270
Table 12.4 Percentage of Elementary School Teachers Desiring Adoption of Curriculum Projects by System 272
Table 12.5 Percentage of Junior High School Teachers Desiring Adoption of Curriculum Projects by System 273
Table 12.6 Percentage of Senior High School Teachers Desiring Adoption of Curriculum Projects by System 274
Table 12.7 Teachers' Desired Educational Priorities by Type of Elementary School 276
Figure 12.3 Teachers' Preferred Progressive Classroom Environment Characteristics by Elementary School Type 278
Figure 12.4 Teachers' Preferred Traditional Classroom Environment Characteristics by Elementary School Type 279

Table 12.8 Means, Standard Deviations, and Rank Order of Teachers' Desired Educational Priorities by Type of High School 280
Figure 12.5 Teachers' Reports of Actual and Desired Educational Priorities by System for Elementary School 283
Figure 12.6 Teachers' Reports of Actual and Desired Educational Priorities by System for Junior High School 284
Figure 12.7 Teachers' Reports of Actual and Desired Educational Priorities by System for Senior High School 285
Figure 12.8 Teachers' Reports of Actual and Desired Use of Teaching Methods — State System 287
Figure 12.9 Teachers' Reports of Actual and Desired Use of Teaching Methods — State Religious System 288
Figure 12.10 Teachers' Reports of Actual and Desired Use of Teaching Methods — Arab System 289
Figure 12.11 Teachers' Reports of Actual and Desired Use of Teaching Methods — Druse System 290
Figure 12.12 Percent of Teachers Reporting Actual and Desired Evaluation Criteria by System 292

Chapter 13

Table 13.1 Most Desired Educational Priority of 6th Graders by System 296
Table 13.2 Most Desired Educational Priority of 8th Graders by System 297
Table 13.3 Most Desired Educational Priority of 11th Graders by System 298
Figure 13.1 Desired Educational Priorities of 8th and 11th Graders in State and State Religious Systems 301
Figure 13.2 Actual and Desired Most Emphasized School Goal of 6th Graders by System 302
Figure 13.3 Actual and Desired Most Emphasized School Goal of 8th Graders by System 303
Figure 13.4 Actual and Desired Most Emphasized School Goal of 11th Graders by System 304
Figure 13.5 Actual and Desired Classroom Environment of 6th Graders by System 307
Figure 13.6 Actual and Desired Classroom Environment of 8th Graders by System 308
Figure 13.7 Actual and Desired Classroom Environment of 11th Graders by System 310
Table 13.4 Distribution and Rank Order of 8th Graders' Choice of Subjects that Should be Emphasized by System 311
Table 13.5 Distribution and Rank Order of 11th Graders' Choice of Subjects that Should be Emphasized by System 312
Table 13.6 Pupils' Desired Classroom Environment Characteristics by Type of Elementary School 314
Table 13.7 8th Graders' Desired Educational Priorities in Elementary and Junior High School 315

Table 13.8 8th Graders' Actual and Desired Educational Priorities by System and School Type 317
Table 13.9 8th Graders' Actual and Desired Classroom Environment Characteristics by School Type and System 318
Table 13.10 Means and Standard Deviations of Pupils' Desired Educational Priorities by High School Type 319
Figure 13.8 Pupils' Actual and Desired Educational Priorities by High School Type in State System 321
Figure 13.9 Pupils' Actual and Desired Educational Priorities by High School Type in State Religious System 322
Table 13.11 11th Graders' Reports of Actual and Desired Classroom Environment Characteristics by System and High School Type 324
Table 13.12 Summary of Pupils' Desired School Curriculum by High School Type 325

Chapter 14

Table 14.1 Means and Rank Order of Parents' Educational Priorities by System 328
Table 14.2 Means for Actual and Desired School Goals of Parents by System and School Level 330
Table 14.3 Parents' Preferred Subjects by System 333
Figure 14.1 Parents' Preferred Classroom Environment Characteristics by System 335
Figure 14.2 Parents' Reports of Actual and Preferred Classroom Environment Characteristics — State System 336
Figure 14.3 Parents' Reports of Actual and Preferred Classroom Environment Characteristics — State Religious System 337
Figure 14.4 Parents' Reports of Actual and Preferred Classroom Environment Characteristics — Arab System 338
Table 14.4 Parents' Attitudes to Educational Policy by System and School Level 341
Table 14.5 Parents' Rank Ordering of Needs by System and School Level 343

Chapter 16

Figure 16.1 Principals' Perceptions of the Actual Influence of Statuses over Curriculum Decisions by System 354
Figure 16.2 Principals' Perceptions of the Actual Influence of Statuses over Curriculum Decisions by School Level 356
Figure 16.3 Teachers' Perceptions of the Actual Influence of Statuses over Curriculum Decisions by System 357
Figure 16.4 Teachers' Perceptions of the Actual Influence of Statuses over Curriculum Decisions by School Level 359
Figure 16.5 Principals' Perceptions of the Desired Influence of Statuses over Curriculum Decisions by System 361
Figure 16.6 Principals' Perceptions of the Desired Influence of Statuses over Curriculum Decisions by School Level 362

Figure 16.7 Teachers' Perceptions of the Desired Influence of Statuses over Curriculum Decisions by System 364
Figure 16.8 Teachers' Perceptions of the Desired Influence of Statuses over Curriculum Decisions by School Level 365
Table 16.1 Teachers' Reports of Initiators of New Curriculum by School Level and System 368
Table 16.2 Means and Standard Deviations of Teachers' Reports of Teacher Involvement in Material and Curriculum Development and Adaptation of Curriculum by System 370
Table 16.3 Principals' Perception of the Amount of Curriculum Demands of Parents, Pupils, and Community by System 372

Appendix Tables:

Table A3.1 Distribution of 6th Graders by System and Fathers' Country of Origin 401
Table A3.2 Distribution of 8th Graders by System and Fathers' Country of Origin 402
Table A3.3 Distribution of 11th Graders by System and Fathers' Country of Origin 403
Table A3.4 Distribution of 6th Graders by System and Mothers' Country of Origin 404
Table A3.5 Distribution of 8th Graders by System and Mothers' Country of Origin 405
Table A3.6 Distribution of 11th Graders by System and Mothers' Country of Origin 406

Table A5.1 Results of Discriminant Analysis of School Values by System for the Elementary School Level 407
Table A5.2 Results of Discriminant Analysis of School Values by System for the Junior High School Level 408
Table A5.3 Results of Discriminant Analysis of School Values by System for the High School Level 410

Table A6.1 Results of Two-Way Analysis of Variance by System and School Level for Teachers' Perception of Teaching and Evaluation Methods 412

Table A7.1 Results of Two-Way Analyses of Variance by System and School Level on Pupils' Participation in Informal Education Activities 413
Table A7.2 One-Way Analysis of Variance by School within System on Pupils' Reports of Actual Classroom Environment, Participation in Informal Activities, Parents' Participation in School, and Pupils Feelings of Affiliation in Elementary Schools 414

Table A11.1 Results of Manova for Repeated Measures by System on Principals' Perceptions of Present and Desired Educational Priorities for Elementary, Junior and Senior High Schools 415

Table A11.2 Results of Manova for Repeated Measures by System on Principals' Perceptions of Present and Desired Teaching Methods for Elementary, Junior and Senior High Schools 416

Table A12.1 Results of Manova for Repeated Measures by System on Teachers' Reports of Educational Priorities 417
Table A12.2 Results of Manova for Repeated Measures by System on Teachers' Reports of Teaching Methods 419
Table A12.3 Results of Manova for Repeated Measures by System on Teachers' Reports of Evaluation Methods 421

Table A13.1 Results of Manova for Repeated Measures by System on 8th and 11th Graders' Perceptions of Actual and Desired Educational Priorities 423
Table A13.2 Results of Manova for Repeated Measures By System on 6th, 8th and 11th Graders' Perceptions of Actual and Desired Classroom Environment 424
Table A13.3 Results of Manova for Repeated Measures by School Type on 8th Graders' Perceptions of Actual and Desired School Goals 426
Table A13.4 Results of Manova for Repeated Measures on 8th Graders' Perceptions of Actual and Desired Classroom Environment Characteristics by System and School Type 427
Table A13.5 Results of Manova for Repeated Measures on Pupils' Perceptions of Actual and Desired Educational Priorities by System and High School Type 428

Table A16.1 Results of Manova for Repeated Measures by System on Principals' Perceptions of Actual and Desired Influence over Curriculum Decision-Making for Elementary, Junior High and High Schools 429
Table A16.2 Results of Manova for Repeated Measures by System on Teachers' Perceptions of Actual and Desired Influence over Curriculum Decision-Making for Elementary, Junior High and High Schools 430

Unity and Diversity in Israel's Education System: An Introduction

Daniel J. Elazar

The two most critical issues in any polity are defense and education, both of which address the perpetuation of the life of the polity and its citizens. Defense has to do with shared physical survival; education, not only with the survival of the polity from generation to generation but with the quality of life within in. Hence, the issue of how a polity educates its population, especially its young, is a perennial one on the public agenda. This is particularly true in democratic republics, where the tasks of education are in the hands of the public or at the very least subject to intense public scrutiny.

The education system developed by the Zionist movement and subsequently, the State of Israel, has been in many respects, a spectacular success. In pre-state days it succeeded in reviving the Hebrew language and making it the language of the country to the point where many Israelis today are so rooted in Hebrew that they have difficulties in learning a second language. It fostered the visions and values of Zionism in their various formulations and created younger generations willing to make great sacrifices to achieve the Zionist dream.

After the establishment of the state, it helped absorb several million new immigrants, to teach them the language and the ways of their new home, and make them productive and participating citizens in the civil society with a high sense of civic responsibility. It has consistently managed to raise the number of years of schooling until by now most young people pass through some form of secondary education and an ever higher percentage go on to university. Not only that, but relative to most of the world it has maintained high expectations with regard to what is learned and at least the good students come out very knowledgeable by world standards.

However, like every human endeavor, it has its flaws, and today there are many voices challenging its current effectiveness. Thus, there is still a considerable amount of work to be done to improve what needs to be improved and adapt what is successful to changing conditions.

There is already a considerable body of research on aspects of Israel's educational system, but as in most similar cases, it is scattered over many topics with little effort at developing a comprehensive approach, and it tends to follow fads, because funding is available. Thus, in a computer register of approximately 1,000 studies, well over a quarter deal with the education of disadvantaged children, while there is no research on the impact of changing entrance tests on entry to the university or education for economic progress and almost nothing on such burning current subjects as the long school day or the shorter work week. Consequently, a continuing program designed to develop a comprehensive overall strategy of educational research is much needed. That is the kind of program that we are developing.

Our first step was to undertake four baseline studies: the first a study of the Israeli government's expenditures for education during the decade of the 1980s, the second an analysis of Ministry of Education policy during that same decade, the third a comparative study of Israel's ranking among the education systems of the world according to accepted indicators. These three studies produced the following results: *Trends in the Israel Education Budget in the 1980s* by Dr. Shimon Rosevitz reported on the decline and then recovery of education as a state budget priority during the decade, probing the reasons for various increases and decreases in funding at each level of education, and providing a detailed baseline picture of the education budgets of local authorities as well. *Education Policy at a Crossroads — Between Change and Continuity: Education in Israel in the Past Decade* by Dr. Haim H. Gaziel completes the analysis of Israeli education in the 1980s by focusing on the changes in education policy over the last decade and exploring the motivations behind the pronouncements and decisions of the system's policy-makers, unfolding a comprehensive picture of the problems, structure, sectors, and trends in Israeli education. *Education and Socio-Economic Achievements: Towards an International Survey of Educational Systems* by Dr. Erik H. Cohen analyzed comparative data on educational systems in 137 countries throughout the world to learn where Israel stands and with which countries it can best be compared.

This study on *Unity and Diversity of Culture and Curriculum in the Israeli Education System* by Dr. Jo-Ann Harrison is the fourth and most comprehensive of these baseline studies. Based on intensive interviews and observations in a scientifically-selected sample of over 100 Israeli schools, a detailed picture emerges of the characteristics of school curricula and cultures and the attitudes and expectations of students, teachers, principals and parents with regard to curriculum and school culture in the various different kinds of schools in Israel. The findings of this study are documented in 190 tables and charts.

1. Four Dimensions/Sets of Demands on the Schools

The treatment of the educational issue is not an easy one, in part because every educational system must respond to four sets of demands whose importance is given different weight by different segments of the body politic. The four sets of demands are civilizational, social, parental, and individual student. Each is represented by a specific referent. The basic demands of each can be presented as follows:

Civilizationai Demands	Social Demands	Parental Demands	Individual Student Demands
transmission of heritage	good citizenship	able to make a living	happiness
transmission of culture	productive worker	perpetuate way of life	self-expression
	up-to-date skills	happiness	able to make a living
	perpetuate civil society		able to fit in

1.1 *Civilizational Demands/Tasks*

The first task of any educational system is to transmit the heritage of the civilization it serves. This is true whether we are speaking of the transmission of the heritage of Western civilization in the schools of the United States, Jewish civilization in the schools in Israel, or Islamic civilization in the schools of Iran. This includes the transmission of the overall culture of the civilization and what are believed to be the treasures of its heritage. The problem becomes one of defining the content of that heritage.

1.2 *Social Demands/Tasks*

The social dimension of education has to do with the perpetuation of the civil society. It involves education for good citizenship, education to develop productive workers for the society with up-to-date skills, and education for social control.

1.3 *Parental Demands/Tasks*

The third dimension is the parental, that is to say, education in response to parental demands and expectations for their children. For example, parents want the educational system to teach their children to be able to make a living. They want the educational system to help them perpetuate their way of life and, at least in some vague way, they want the educational system to help their children in the pursuit of happiness.

1.4 *Individual Student Demands/Tasks*

Finally, there is the individual dimension, what the individual students expect from the educational system. Students seek happiness, both in the immediate sense of a sufficient happiness within the school system and assistance in the pursuit of happiness beyond their formal education. Students also seek self-expression, an individual goal which is now widely accepted by the society. Finally, students seek education for adjustment or the ability to fit in.

Every educational system must respond in some measure to all of these demands, but the ordering and emphasis is different in different school systems or subsystems. In their earliest days, for example, the Jewish schools of Eretz Israel emphasized the civilizational and social demands, in their various religious or ideological forms, and concerned themselves with the parental and individual demands only to the extent that the latter coincided with the first two. Over time, the social and parental demands grew at the expense of the civilizational, transmitting the heritage became less important than learning how to be good citizens and make a living. As this study shows, that shift has continued more toward a new emphasis on student enjoyment of school and acquisition of the tools needed to fit into the new universal world culture.

Thus, in some quarters there are efforts underway to radically shift the emphasis in education to the individual student. As American progressive educators used to say, "We teach children, not subjects." Individual happiness and self-expression are given more importance as goals of the educational system. The parental dimension is important insofar as it conforms to the emphasis on the individual. If this were to happen, the social and civilizational goals would be reduced in importance, almost by definition. In other quarters, the reverse trend is evident — a greater desire to return to the pattern of earlier times, to emphasize the religious and ideological dimensions of education. Most recently, the "parental choice" movement has, perforce, emphasized parental goals in the education of their children. Through all of this runs the great question of how will the schools accomplish the more technical tasks of teaching literacy and numeracy — the basic skills that all students are expected to acquire in their years of schooling.

1.5 *Educators and Others as Mediating Forces*

All the foregoing demands find expression in the educational system through the mediation of the professional educators responsible for the day-to-day working of the system, ranging from classroom teachers to principals to the system's most senior professionals. In every age, teachers have been critical and active mediating elements between educational goals and those being taught. But since the rise of education as a profession, the role of teachers and other educators has grown exponentially. In some respects educators' goals also are derived from the foregoing four-fold division. Normally their priorities are expected to be the same as those who employ them, but even in such cases they have much discretion in matters of "what" and "how", that is to say, subject matter and methodology. In some cases, professional educators, firmly convinced that they know better, have a different set of priorities from those who employ them, and, in a sense seek to reeducate their employers as well as to educate their students in their way. All of this is evident in this study.

While educators are the principal mediating factors in the foregoing model, there are others as well: ministries or departments of education and their political leadership, school boards where they exist, ideological and religious movements that seek to impose their will on the schools, and perhaps others are of varying importance as mediating factors, depending on their influence within the overall system.

2. Israel's Education System

Israel's varied school system offers a very wide range of possibilities, a publicly supported response to the problems of parental and subcommunal choice that seeks to respond to the pluralistic culture of Israeli society and to serve Jewish and other civilizational goals and Israel's societal goals as well. According to our best initial estimates, an hypothesized preliminary classification of the present situation looks something like this:

2.1 *Nursery Schools*

2.2 *Elementary Schools*

Priorities in Rank Order (estimated)

State	S,C,P,I
- Tali	P,S,C,I
- Labor	P,S,C,I
- Open	I,P,S,C
- Kibbutz	C,S,I,P
- Community	S,P,C,I
State Religious	C,S,P,I
- Torani	C,P,S,I
- Kibbutz	C,S,I,P
State Arabic	C,P,S,I
- Druse	C,S,P,I
- Circassian	C,P,S,I
Independent	C,P,S,I
- Talmud Torah	C,P,S,I
Private	C,P,I,S

C=Civilizational
S=Societal
P=Parental
I=Individual student

2.3 *Secondary Schools*

State	I,S,P,C
- Tali	
- Vocational	
- Kibbutz	
- Military	S,C,I,P
- Arts and Sciences	I,P,S,C

State Religious

- Yeshivot	C,P,S,I
- Kibbutz	

State Arabic

- Independent	C,P,S,I
- High Schools	C,S,P,I
- Private	

Although this study did not directly investigate these hypotheses, in light of the study's findings we can revise the hypotheses. The Israeli public school system is primarily responding to social demands. It responds far less to civilizational, parental, and individual student demands. Variation is found in the degree of responsiveness to different types of demands within each of the four dimensions of our scheme among different systems and levels of schooling. For example, schools in the Jewish and Druse systems respond more to the social demands of good citizenship than Arab schools. Druse and Arab system schools respond more to the demand for making a living than State or State Religious schools. Elementary schools respond more to the demand for happiness and self-expression than secondary schools. We can revise our ranking of priorities to a certain extent based on the findings of this study:

Elementary schools

- State	S,P.I,C
- State Religious	C,S,P,I
- Arab	S,P,C,I
- Druse	S,C,I,P

Secondary schools

- State	S,C,P,I
- State Religious	C,S,I,P
- Arab	S,P,C,I
- Druse	S,P,C,I

From this study we can surmise that the outline of the Israeli elementary and secondary educational systems, at least for the near future, has been laid out. It is one that attempts to incorporate parental choice into the existing system, although there are discussions of privatization in the country including those found in the recommendations of one public committee appointed by the Ministry of Education. It seems that parental choice will more likely be confined to allowing parents to utilize the degree of flexibility at their disposal under the present law, which is substantial, and once basic subject matter education is considered, we see that parents have a wide range of choices in supplementary curricular matters to achieve their different goals. Consequently, this is the basis upon which our educational effort in Israel is likely to be built for the near term.

As the study shows, there are some real differences between the various school systems and subsystems in Israel and the problem of a common core curriculum has not yet been fully confronted. This study should offer considerable guidance to all those concerned both with the problem of choice and the problem of a shared educational program across the board. Its findings can be used to that end and the research program which ISES hopes to pursue should add to the utility of those findings. That research program will include further studies of individual subsystems, studies of particular areas of instruction, and studies of the utility of the educational system in achieving the various declared goals of the school system.

Major Findings

Past research studies (Kleinberger, 1969; Eisenstadt, 1985; Carmon, 1985; Adler, 1989) have presented descriptions and analyses of Israeli educational institutions and the dynamics of their change in a variety of domains of education until the mid-1980s. This report presents a comprehensive study of the nature of the Israeli public educational system in the 1990s. This study aims to identify and describe the uniformity and diversity of school culture and curriculum in the Israeli education system today. It investigates three major questions:

1. To what extent does there exist a common basic curriculum in the Israeli school system today and what are its characteristics?

2. What distinctive sub-cultures are apparent in the Israeli educational system today? How does the curriculum reflect these distinctive sub-cultures?

3. Who controls curriculum decision-making and development in the system today?

The conceptualization of this study is guided by two sociological perspectives — the institutional perspective and the perspective of symbolic interaction — which have become important frameworks for analyzing the culture and curriculum of educational systems. Based on these perspectives, this study analyzes four levels of school culture and curriculum of a representative sample of schools in the Israeli public education system: 1) the explicit, formal curricula of public education institutions and schools; 2) perspectives of principals, teachers, pupils, and parents on the actual culture and curriculum of their schools; 3) perspectives of principals, teachers, pupils, and parents on the preferred or ideal curriculum for their schools; and 4) the implicit curriculum as reflected in observations of class lessons. Seven elements of school curriculum are investigated within these levels of analysis: educational priorities and school ideology, the contents of curriculum, teaching methods, evaluation methods, informal education activities, the organization of learners, and characteristics of organizational life.

Data for this study was gathered from a stratified random sample of 107 elementary, junior, and senior high schools in the State, State Religious, Arab, and Druse educational systems. The ultra-Orthodox Independent school system of the Jewish sector was not included in this study because of its reluctance to participate in the study. The sample population included 100 principals, 1,181 teachers, and 7,936 pupils in the sixth, eighth, and eleventh grades. In addition, a purposive sample of 30 schools which represented different educational systems, school levels, and educational orientations as revealed in the first stage of the research was chosen for the study of parents' perspectives on schooling. A random sample of 455 parents was included in this part of the study. In addition, 108 class lessons were observed in a sub-sample of the schools included in the previously mentioned purposive sample.

Four instruments were constructed to measure principals', teachers', pupils', and parents' perspectives about the present school curriculum and the desired or ideal school curriculum: structured interview schedules for the principals and parents and questionnaires for teachers and pupils. These instruments were based on previously used instruments and adapted for the purposes of this study. In addition, this study used an adapted version of the "A Study of Schools" (1981) observation instrument for analysis of the implicit curricula of class lessons.

1. Unity and Diversity of Culture and Curriculum

The findings show that the Israeli school system has common basic parameters, but a great deal of cultural and curriculum diversity. This study identified a number of basic features of this common curriculum.

1.1 The top educational priority of the system is the acquisition of knowledge and skills in the basic subjects of mathematics, English, and Hebrew. Parents and pupils reported that mathematics and English are the subjects most emphasized in the public education system. Hebrew is less emphasized than these two subjects and some of the objectives and contents of the instruction of Hebrew language and literature differ among the education systems.

1.2 Some less valued educational priorities and areas of knowledge are also held in common. Vocational preparation is given moderate to low emphasis as an educational objective throughout the public school system. Physical education, arts and music, and special curricula are the subjects least emphasized by the schools.

1.3 The use of traditional methods of instruction, criterion evaluation methods, and external disciplinary methods predominate in the curriculum.

1.4 The school is viewed as a sorting agency which stratifies pupils by their achievements from an early age through tracking.

1.5 The majority of schools inculcate a specific religious and/or political ideology. However, ideological orientations are not uniform, rather they are the focus of significant diverging cultural orientations among the educational sub-systems.

2. Shifts in Curriculum Emphasis

These findings show that the nature of the "common" curriculum in the Israeli school system has changed from previous decades. First of all, emphasis has shifted in the Jewish sector away from the general goal of institutionalizing a common Israeli culture around the revitalization and use of the Hebrew language, the study of Jewish traditions, and inculcation of service to Israeli society. Today there is more emphasis on the adoption of cultural elements reflecting Western culture and in particular American culture, and on using the curriculum as a mechanism for social stratification.

3. A School System Divided by Level and Sub-System

The two principal factors that create diversity among school curricula in the Israeli system are the division of the school system into three levels of schooling, and into four educational sub-systems (State, State Religious, Arab and Druse).

The findings reveal significant differences in the curriculum and cultures of elementary, junior, and senior high schools on most of the variables of this study. There is more general agreement among the reports of subjects on these differences than on the differences among the educational systems.

4. Differences by School Level

Generally, primary and post-primary curricula may be dichotomized. At times the data point to a progression of levels of emphasis from elementary to high school.

4.1 Our analysis of the syllabi of subjects in the formal curriculum found that the elementary school curriculum has a balance of academic, personal, social, and educational objectives, whereas the formal curriculum of secondary schools emphasizes academic educational objectives almost exclusively.

4.2 Elementary schools emphasize three educational priorities more than secondary schools: citizenship, enjoyment of learning, and religiousity. They use alternative modes of instruction more than secondary schools.

4.3 The elementary school curriculum tends to have a more integrated organization, advising the adaptation of teaching methods to individual differences and using a variety of measures to evaluate achievement.

4.4 The formal curriculum is generally not differentiated by achievement levels or gender. Inculcating political or religious ideology is less prevalent on the elementary level. When it exists, universal values are stressed.

4.5 Disciplinary methods that encourage self-discipline are used slightly more and external discipline is used less in the elementary school. Pupils participate more in school-based informal education programs in the elementary school. These programs emphasize ritual and cultural activities. Parents participate more in school life. It is therefore not surprising that pupils feel more affiliation with school and peers in the elementary school than in the junior or senior high.

4.6 In contrast, secondary schools are distinguished by their greater emphasis on inculcating religious or political ideology. More particularistic values are advocated in these ideologies than at the elementary level. Secondary schools are selective institutions.

4.7 Informal education programs are restricted and few pupils participate in them. These programs are also limited to one particular type, generally cultural at the junior high level and counseling at the high school level. Observations of class lessons revealed, in addition, that fewer pupils in junior high classes are engaged in learning throughout the lesson than in either elementary or senior high classes.

5. Differences by Sub-System

Our findings also revealed significant differences in the formal and implicit curricula among the four sub-systems of the Israeli State education system. State, State Religious, Arab, and Druse systems differ on seven major elements of school curriculum: educational priorities, school ideology, contents, teaching methods, informal education activities, organization of learners, and school success. The school curricula of the four educational systems teach different cultural values, languages, and ways of viewing Israeli society.

5.1 The State Religious system's main aims are the inculcation of religious ideology and belief, and acquisition of knowledge and skills. To a lesser extent, good citizenship and the transmission of cultural heritage are also emphasized. The formal curriculum devotes about one-third of the required hours of instruction to Jewish studies. This is triple the hours of instruction devoted to such subjects in the State system. The curricula for teaching history, Hebrew literature, and Bible emphasize the religious orientation of this system. The majority of schools are selective in accepting pupils. Traditional teaching methods predominate in the system. Pupils in this system participate in large numbers in youth movements which reinforce the ideologies of the system. Gender differentiation of curriculum enrollments is one of the distinctive characteristics of this system. Classes in the State Religious system were found to have significantly lower levels of engagement in learning on the part of pupils during lessons than other systems.

5.2 The schools in the State system espouse, for the most part, different school ideologies than the State Religious system. These ideologies have primarily a political orientation and secondarily a religious orientation. The majority of schools hold Zionist political orientations, whereas a minority espouse Zionism and social democracy. The principals of the majority of schools clearly stated that their school's aim is to socialize their pupils to a secular outlook. A minority wish to inculcate a traditional religious orientation. The State system's main educational priority is acquisition of knowledge and skills. Good citizenship and developing individual potential are secondary educational priorities of this system.

The State system's formal curriculum recommends that the majority of the hours of instruction be devoted to general studies and less than 10 percent of its instructional hours are devoted to Jewish studies. Although traditional teaching methods prevail, more use is made of small group and individualized instruction in this system than in other systems. According to principals and teachers, no gender differentiation is practiced in the State system. Yet significant differences in the enrollments of the genders in different subjects were found in the eighth and eleventh grades.

5.3 Schools in the Arab system do not espouse a political or religious school ideology. Educational priorities form more of a hierarchy in this system. Acquisition of knowledge and skills is the top priority. Secondary priorities are vocational preparation and developing individual potential. The Arab system places the least emphasis of all systems on good citizenship. The formal curriculum of the Arab system differs from the curricula of the State and State Religious systems. It aims to acquaint Arab pupils with three cultures: Arab, Jewish-Israeli, and Western. No gender differentiation in course enrollments was found in the Arab system. Teaching methods in Arab schools are primarily traditional and classroom environments are characterized by competition among pupils. A large percentage of pupils in the Arab system find it necessary to be tutored. In addition, although participation outside the school in political clubs is low in general among pupils in our sample, Arab pupils participate more in political clubs than other pupils. School success was rated by principals, teachers, and parents as moderately low.

5.4 The majority of the Druse system schools in our sample wish to inculcate Druse traditions and an Israeli political identity. A minority wish to develop a secular universal outlook in their pupils. Druse schools emphasize good citizenship and developing individual potential more than Arab schools, though less than in the Jewish sector. The formal curriculum is identical to that of the Arab system. Druse schools have also adopted more special curricula than Arab schools. Teaching methods are less traditional than those used in the Arab or State Religious systems, but are more traditional than the State system. A large percentage of Druse pupils, like their Arab peers, find it necessary to be tutored. Druse pupils participate more in informal educational activities that encourage the development of good citizenship than pupils from other systems. School success was rated by principals, teachers, and parents as moderately low.

6. Differences Among School Sub-Cultures

The results of this study identify twelve major school sub-cultures which are formed by the intersection of the two dimensions of division in the system: educational systems and school levels. These sub-cultures were shown to have significantly different educational priorities, ideologies, pedagogical approaches, educational programs, and demographic and organizational characteristics. Among the major distinctions found are:

6.1 State junior high schools do not emphasize development of values and place the least emphasis of school levels within the State system on developing individual abilities. This system is viewed as only moderately successful in achieving its educational objectives.

6.2 Pupils in State Religious high schools place high emphasis on religiosity and acquiring knowledge, whereas developing religiousity and transmission of cultural heritage are viewed as receiving little emphasis in the State system.

6.3 In Arab elementary schools, parent participation in school life is greater than in Arab junior or senior high schools. However, teachers and principals rate the Arab elementary schools' success as less than moderate, lower than that of the Arab junior high.

6.4 A few Arab high schools espouse a school ideology which aims to inculcate identification with Arab culture or Palestinian causes. More conflicts are reported in the high school than other levels in the Arab sector. The faculty of these schools rated the senior high as only somewhat successful in achieving its primary objectives.

6.5 The Druse high school emphasizes good citizenship, religiousity, developing individual potential, and vocational preparation. Lecturing is not as prevalent as in high schools of other systems. The Druse high school is viewed as more successful than the Druse elementary or junior high.

7. Differences among School Types

This study also investigated the differences in school culture and curriculum of elementary and senior high schools which have different educational orientations.

7.1 The results of this analysis reveal the existence of an additional 20 types of school cultures. In total, 32 types of school cultures are identified which emerge from the intersection of school level, educational system, and educational orientation or organizational structure (see Table 10.4).

7.2 Although previous research has suggested the development of seven or more types of educational orientation within State and State Religious elementary schools, this study found that only five types of elementary schools within the State and State Religious systems (open, kibbutz, kibbutz-open, conventional-community, and mixed-approach) have distinctive characteristics. Community schools were found not to differ significantly in their characteristics from conventional schools. The school types may be arrayed along the dimensions of child-centered versus teacher-centered curricula, and egalitarian-cooperative versus elitist-competitive curricula. The open, kibbutz-open, and mixed-approach school types are clustered at the child-centered pole, whereas the conventional-community type is located at the teacher-centered pole. On the cooperative/competitive dimension, open and kibbutz-open types cluster near the cooperative pole, the kibbutz and mixed-approach are located in the center, and the community-conventional type is located at the competitive end of this dimension. The differences in curriculum among the elementary school types were consistent across educational systems.

7.3 While previous research has described Arab elementary schools as a homogeneous group, the findings of this study indicate that differentiation of educational orientation is also developing in the elementary schools of the Arab system. They may be divided into more open and innovative school cultures and more conventional ones.

7.4 Four types of high schools (academic, comprehensive, technological, and vocational) were found to have distinctive school cultures. However, the characteristics of the curricula of the four types of high schools varied with educational system. In addition, differences were found in the eighth grade between elementary and junior high school curricula, especially for State and State Religious systems.

8. Curriculum Decision-Making

The findings reveal that curriculum decision-making has common characteristics in the Israeli education system today. It is generally a top-down process, but it is no longer highly centralized in the Ministry of Education. School principals share the greatest influence over curriculum decision-making with the Ministry of Education. Parents and pupils have little if any influence over curriculum decisions. Differences in the degree of centralization and the degree of participation of different constituencies in curriculum decision-making correspond to the two dimensions of cultural divisions in the school system. The State system is viewed as the most decentralized and the Arab and Druse systems as the most centralized. Primary schools are seen as more autonomous than secondary schools.

9. Affiliation with School

An important outcome of school curriculum and school climate is the sense of affiliation that pupils have with their school. Pupils' feelings of affiliation with school were found to vary with education system, school level, and the type of school they attended. Pupils in Druse schools report significantly greater feelings of affiliation to their schools and peers than other systems. Pupils in State schools are distinguished by the lowest level of feelings of affiliation among the systems. In the State system feelings of affiliation are highest in the elementary school and decrease progressively from junior high to high school. The pupils in open elementary schools reported the greatest sense of affiliation with their schools as compared to pupils from other types of elementary schools. Eighth graders in elementary schools had a greater feeling of affiliation with their school than their counterparts in junior high schools. The lowest levels of feelings of affiliation are found in State high schools.

10. The Desired Curriculum

10.1 There is more consensus about the desired curriculum among different respondents than about the present curriculum.

10.2 Most constituents want the school curriculum to have as its highest priority the goal of developing individual abilities and self-confidence. They also want to increase the emphasis on the goals of enjoyment of learning, vocational preparation, and the transmission of cultural heritage. Most parties prefer a decrease in the emphasis on the acquisition of knowledge and skills in basic subjects.

10.3 Pupils, teachers, principals, and parents would like alternative teaching methods to be used more frequently by teachers in their schools. They especially favor small group and individualized instruction and inquiry learning. Respondents also prefer a student-centered classroom environment to a traditional classroom environment.

10.4 Principals and teachers agree that pupils should be tracked by their achievements. However, for the most part, they are opposed to gender differentiation of the curriculum.

10.5 Our comparison of principals', teachers', pupils', and parents' views of the actual and desired school curriculum reveals a general dissatisfaction with the nature of the present school curriculum by all members of the school system. Very few differences in opinion were found among school members from different schools levels.

11. Differences in Desired Emphasis among Systems

Differences in the viewpoints of members of State, State Religious, Arab, and Druse systems were found about desired school ideology, educational priorities, use of small group and individualized instruction, the traditional characteristics of the classroom environment, and gender differentiation of the curriculum. There is a shift to the right in desired political orientations in the Jewish sector as well as an increased desire in the Arab system for a political identity. State, State Religious, and Druse system members desire a greater emphasis on good citizenship than Arab system members. Members of the Jewish sector desire a greater emphasis on enjoyment of learning and transmission of culture than minority sector members.

12. Desired Curriculum Decision-Making

Principals and teachers desire more decentralization of curriculum decision-making. Principals and teachers agree that the influence of the Ministry of Education should be reduced and that teachers, parents, and pupils should have more influence over curriculum decision-making. However, they disagree about the relative level of influence that principals as opposed to teachers should have on curriculum decision-making. The degree of dissatisfaction of teachers and principals with present curriculum decision-making differs among the systems. Dissatisfaction is greatest in the Arab schools.

13. Gender Differentiation

Differentiation of programs of study by gender increases from eighth to eleventh grades. Traditionally stereotyped gender differentiation found in most Western nations is reflected in these patterns. The hard sciences, physics, computers and mathematics in the eleventh grade are male-dominated subjects. More male pupils than female pupils participate in physical education and sports. The humanities (arts, music, languages and literature) are female-dominated subjects.

14. Parent Attitudes

Parents think the Israeli school system should place very great emphasis on the acquisition of knowledge and the enjoyment of learning, and great emphasis on physical fitness, health education, and the encouragement of fair competition among pupils. Parents with children studying in State and State Religious schools desire more emphasis on developing problem-solving and independent thinking, developing cooperative relations among pupils, developing responsibility and initiative, and developing basic skills, than parents in the Arab system. Parents with children in the State Religious system think the Israeli system should give more emphasis to inculcating ethical values, education for tolerance and sensitivity to those different from oneself, and developing religious belief, than other parents. Arab parents would like the Israeli schools to emphasize developing creativity more than parents from other systems. Parents from the State system think the school should emphasize developing individual self-expression in a variety of mediums more than other parents.

Parents believe the Ministry of Education should encourage development of special school curricula, rather than require a common curriculum for all schools. Most parents support the notion that parents should be involved in curriculum development. Parents do not think the Ministry of Education should invest primarily in programs promoting excellence, rather it should promote equal educational opportunities. Although in general parents are in favor of opening district registration and allowing parent choice of school, parents with children in State and State Religious schools were in greater agreement with allowing parent choice than were Arab parents.

Parents are not in agreement with creating school district boundaries in order to promote cultural and social integration; they prefer that schools have homogeneous student bodies. These findings indicate the growth of support for greater public choice in education.

PART I:

THEORETICAL FRAMEWORK AND RESEARCH DESIGN

Chapter 1

School Culture and Curriculum — A Conceptual Framework

Today most states have become multi-cultural societies composed of a diverse mix of peoples from differing cultural backgrounds. These states are all forced to struggle with the tension between affirming diversity and seeking unity. This issue is intimately associated with the problems of equality in most societies. Therefore, social diversity has become one of the most explosive problems of our times. Tensions and conflicts between ethnic and racial groups mark such diverse states as the United States, Yugoslavia, India, Nigeria, South Africa, and many of the republics of the former Soviet Union. States are faced with defining the nature of the balance between unity and diversity of culture that would be most fruitful for their future.

Educational institutions play an important role in most societies in the struggle between diversity and unity. Through their organization and curriculum, educational institutions integrate or segregate, promote inter-cultural understanding or cultural antagonism, and prepare people to live and work in a multi-cultural society or leave them unprepared. Considerable debate and questioning of past educational policies and practices with regard to social diversity characterizes many heterogeneous states today.

Israeli society has also had to deal with the problem of social diversity since its founding in 1948. Israeli society is a multi-cultural immigrant society composed of groups who differ in their religions (Jewish, Moslem, Christian, Druse), national identities (Arab and Jew), and ethnic backgrounds (e.g., Ashkenazi, Sephardi, Yemenite, and Ethiopian Jews). The basis for state policies regarding cultural diversity and unity was established in the pre-state British Mandate period. In this period social institutions were organized to affirm cultural diversity on the basis of nationality and religion. Separate communal institutions were established for Arab and Jewish populations. Further divisions of these institutions along religious lines were established within each national group. Although this policy of structural pluralism continues to this day in Israel, it has been modified and transformed over the past forty-five years with the view of balancing social diversity with national unity. The nature of this balance has shifted over this period as Israeli society has undergone rapid transformation as a result of the play of a variety of internal and external forces such as modernization, demographic growth and waves of immigration, relations with Western nations, and continuous conflict with its Arab neighbors.

Like other social institutions, Israeli educational institutions have responded to these forces and been changed. In the pre-state period separate educational systems or trends were set up for the different national and religious groups. During the first three decades after the founding of the State of Israel, the state attempted to unify these sub-systems under the centralized control of the Ministry of Education and to limit their diversity. During the past decade there has been a movement toward decentralization and more affirmation of diversity among educational sub-systems and within these sub-systems.

Past research studies (Kleinberger, 1969; Eisenstadt, 1985; Carmon, 1985; Adler, 1989) have presented descriptions and analyses of Israeli educational institutions and the dynamics of their change in a variety of domains of education until the mid-1980s. This report presents a comprehensive study of the nature of the Israeli public educational system in the 1990s. This study aims to identify and describe the uniformity and diversity of school culture and curriculum in the Israeli education system today. It investigates three major questions:

1. To what extent does there exist a common basic curriculum in the Israeli school system today and what are its characteristics?
2. What distinctive sub-cultures are apparent in the Israeli educational system today? How does the curriculum reflect these distinctive sub-cultures?
3. Who controls curriculum decision-making and development in the system today?

It is hoped that the findings of this study will serve as a basis for evaluating the changes that have taken place in the past decade and as a basis for identifying problems and foci for improvement in the future.

The Conceptual Framework of the Study

The Institutional Framework for Analyzing School Culture and Curriculum

The conceptualization of this study is guided by two sociological perspectives — the institutional perspective and the perspective of symbolic interaction — which have become important frameworks for analyzing the culture and curriculum of educational systems. According to the institutional perspective, educational institutions are a set of cultural rules that give generalized meaning to the ends and means or activities of education and regulate them in patterned ways. These rules are based on cultural theories and ideologies. Educational institutions are cultural accounts under whose authority educational actions occur. They are descriptions of reality, explanations of what is and is not, what can be, and what cannot be. They are accounting systems which show how social units and actions accumulate value (Thomas, et al., 1987). In addition, they can be conceived of as a mechanism by which the society manages its stock of knowledge by its definition, distribution, and evaluation (Eggleston, 1977). Since educational institutions are societies' mechanism for transmitting culture to the next generation, they tend to be more stable configurations of values, norms, statuses, roles, groups and organizations than other social institutions (Cave and Chesler, 1981).

Theoretically the character and structure of educational institutions reflect the culture of their society. However, in practice, educational institutions reflect a narrow band of the cultural spectrum owing to the nature of external control over the school which limits its ideological perspective to that acceptable to the more influential segments of society, and the dominant economic and political structures (Cave and Chesler, 1981; Peled, 1968). From the institutional perspective, changes in the cultural rules of educational institutions are a function of the changes in the degree of influence of different collective actors with differing cultural agendas on the education system.

The culture of contemporary society is increasingly heterogeneous inter alia because of the expansion of the modern state and increasing differentiation of its institutions. Therefore, within one society different educational institutions may develop which emphasize varied and opposing cultural values (Shipman, 1975). The degree of divergence or similarity of these institutions is determined by the dominant ideological position with regard to the nature and degree of multi-culturalism to be allowed within the society. Churchill (1987) found that in the majority of multi-cultural societies educational institutions are characterized by centralization of control over the patterns of organization and decision-making and the adoption of a common curriculum reflecting the dominant culture in its contents and language of instruction. Only in a minority of multi-cultural societies has an alternative pattern of rules developed which allow decentralized control over educational decisions and a multi-cultural, multilingual curriculum.

The culture of the individual school is a set of shared symbols, definitions, values, and beliefs that persists and affects successive intakes of pupils. This culture is developed and learned by school members. The school culture defines the relationships among teachers, pupils, parents, administrators, and other actors and their relations to the situation that they are in. School culture reflects and evolves from both the broader institutional framework, the immediate school community and its social situation, and the cultural backgrounds of its constituents (Shipman, 1971; Van Maanen and Barley, 1985).

A variety of typologies of types of school cultures are found in educational literature. These typologies are based on different elements of school culture such as level of schooling, educational philosophy, latent culture of the student body or school community, definition of the school's function in relation to society, and its success in achieving its function. Parsons (1968) and Dreeben (1968) distinguish between the characteristics of elementary and secondary school cultures. Although both school levels contribute to socialization and stratification, the elementary school emphasizes socialization whereas the secondary school focuses on stratification. Elementary schools are more child-centered whereas secondary schools are more subject-centered.

Bussis and Chittenden (1973) classify educational philosophies on the basis of two dimensions, child-centered and teacher-centered learning, into four types of educational approaches, laissez-faire, open education, traditional, and programmed. In the laissez-faire approach the child initiates and establishes the basis of learning and the teacher is the facilitator of his desires. This approach has been developed in such schools as Summerhill and free schools. The open educational approach is teacher- and child-centered. The teacher has a supportive role similar to that of the teacher in the laissez-faire approach and an important role as mediator of learning which demands active diagnosis and intervention. The open school which has adopted this philosophy has unique educational priorities and a theory of an integrated curriculum as part of its school culture. The traditional educational approach places the teacher as an expert professional in the center stage in terms of control and organization of learning. This approach is characteristic of many preparatory academic high schools. The programmed approach basically removes initiative from both the teacher and pupil, handing the control and organization of learning to "packaged" materials or computerized learning prescribed by authorities outside the school.

School cultures have been distinguished as well on the basis of their dominant latent cultures. The primary classification of these latent cultures is between advantaged and disadvantaged school cultures. Related to this continuum are typologies of latent culture based on characteristics of community settlement.

Different school cultures have been classified in terms of their definition of the school's function in relation to society. Schools define their activities in relation to the needs of some sub-sector(s) of society such as the economy, industry, church, and state. They may define their role as training an elite or educating the masses. Thus, there are some school cultures that emphasize purely academic classical education which they deem necessary for the production of intellectual or governmental elites, whereas other school cultures emphasize vocational education in response to the needs of industry.

The school's success at achieving the functions it defines also has been the basis for categorizing schools. School cultures have been classified into effective and ineffective. Research has focused on identifying the factors that promote the development of such cultures.

In its broadest definition the school curriculum is that part of the school culture that is taught pupils explicitly and implicitly. The formal curriculum is the official or imposed curriculum legitimized through decision-making processes (Goodlad, 1984; Eggleston, 1977). This explicit aspect of the curriculum has seven widely recognized components: educational goals, contents of the curricula, curriculum materials, evaluation methods and teaching methods, methods of organizing learners and teaching activities (Eggleston, 1977; Eash, 1991). These components are defined in policy statements, in course schedules, syllabi, curriculum materials, lesson plans, and evaluation materials. To use Agyris and Shon's (1976) terminology, this is the espoused curriculum which will be reported by representatives of the educational institution. The implicit curriculum of the school consists of the cultural messages learned from the ways in which the explicit curriculum is put into practice or action in the school and classroom (Goodlad, 1984). This is the silent language of school which is learned from the institutionalized rules for the use of time, space, patterns of relationships among actors, and patterns of communication. The implicit curriculum is interpreted and negotiated by actors in the school culture (Shipman, 1971).

The explicit and implicit aspects of curriculum are continually evaluated in the light of conceptions of the "ideal curriculum," those values, norms, and symbols that the members of the community think should be the good or right curriculum. Some researchers have labeled these ideal conceptions "curriculum theories." Major curriculum theories address three major issues: the process of control over curriculum, the nature and content of the curriculum, and the contribution of the curriculum to the stratification system (Eggleston, 1977; Gordon, 1991; Hameyer, 1991). Theories of control over curriculum can be arrayed along a continuum from centralization to decentralization. Lawton (1989) has categorized the political theories of the curriculum along this continuum into four ideological positions: privatizers, minimalists or segregators, pluralists, and comprehensive planners. Privatizers prefer a policy of limiting state intervention and leaving the control of the education system and its curriculum to market forces, private groups. Minimalists support a state education service provided the value of this service for investment can be demonstrated and its usefulness for servicing the labor market can be shown. Minimalists believe provision should concentrate on the basics. Parents should have the right to buy additional extras or opt out. Pluralists want a state system so good that there would be no incentive to use an independent system. They have a high regard for the principle of freedom of choice; this regard is higher than their regard for social justice and equality of opportunity. They invented the idea of parity of esteem for different but equal types of secondary education. They tend to hold meritocratic beliefs in education. Comprehensive planners believe in the promotion of a common culture through a common curriculum which does not deny individual differences. They will favor centralized planning.

A variety of typologies of curriculum theories about the content and products of curriculum are found in the literature. Four theories dominate these typologies: the classical humanist, romantic child-centered, bureaucratic-technical, and social reconstructionist (Lawton, 1989). These theories address the aims, contents, processes, and products of curriculum. The classical humanist orientation is primarily concerned with elite education based on the best cultural heritage of the society. The romantic child-centered theory views childhood as important in its own right and does not regard childhood as preparation for adulthood. According to this perspective the construction of knowledge is an active individual experience based on subjective experiences. Therefore, the curriculum should be based on experiences and topics chosen by pupils and discovery learning should be the dominant pedagogical approach. The bureaucratic-technical theory views the curriculum as a rationalized technology which can produce intellectual and normative attainments with efficiency. The social reconstructionist theory conceives of the curriculum as a mechanism for social amelioration of society. According to this perspective the curriculum should take an active role in reshaping the society of the future by producing active citizens with values, knowledge, and behavior appropriate to adapting the future culture (Lawton, 1989; Shubert and Shubert, 1991; Watkins, 1991).

Some of the previously mentioned theories imply as well beliefs and orientations regarding the orientation of the curriculum to the social stratification system. These orientations can be arrayed on two continuums: social reproduction — social reconstruction and elitist — egalitarian. The first continuum extends from, at one end, an orientation which supports the reproduction of the present class system to an orientation that wishes to change that system at the other end of the continuum. The second continuum has at one pole the orientation that advocates organizing the curriculum in order to produce an elite as an exclusive social category, and at the other pole of the continuum an orientation that believes in the provision of a curriculum maximizing equal opportunities for individuals and groups (Gordon, 1991).

The Symbolic Interactionist Analysis of School Culture and Curriculum

According to the symbolic interaction approach, school culture and curriculum are not one objective reality and do not have one meaning. Rather there exist simultaneously multiple collective images of the reality of school culture and curriculum; some of these images will be shared or agreed upon and some will differ significantly. Groups construct their image of reality and their meanings in light of their interpretation of their experiences of interactions within the school. These interpretations are learned through shared social experiences of symbolic interactions (Shipman, 1971; Eggleston, 1977).

Status and role are the major determinants of cultural perspective (Shipman, 1971). Status groups become normative reference groups which shape the perspective of their members. Thus, principals, teachers, students and parents develop somewhat different images of the nature and meaning of school culture and curriculum. These images are learned through a process of collective socialization into these roles and statuses and through day by day patterns of interactions and experiences in these statuses and roles in the educational institutions. Different statuses develop collective images of not only the "real" school culture and curriculum, but of the ideal school culture and curriculum. These ideal images are usually cast in terms of "the good teacher," "the good student," or "the successful school." Consequently, many contrasting value and normative systems may develop within schools.

However, there is a tendency of different groups to share some common definitions of what is going on as a basis for predicting behavior. These common perspectives are a product of negotiated activities among the groups within the school. Thus, the agreement among perspectives forms the basis for a shared social reality (Shipman, 1971).

The pervasiveness of shared perspectives of school culture and curriculum are a function of the size, heterogeneity, stability, differentiation, boundaries, and development of the school community. A smaller, more homogeneous, stable, undifferentiated school community which is bounded externally is likely to develop a more pervasive conception of school culture than one which is large, unstable, heterogeneous, differentiated, and unbounded from the wider society (Van Maanen and Barley, 1985; Shipman, 1971). The outcomes of socialization of any school culture depend on the agreement between community participants in their view of the real and the ideal or preferred curriculum and culture. Different patterns of student achievement are associated with different curricula and cultures of schools (Walker and Schaffarzick, 1974).

Analytic Framework for the Study

Based on the institutional and interactionist perspectives, this study analyzes four levels of school culture and curriculum of a representative sample of schools in the Israeli public education system: 1) the explicit, formal curricula of public education institutions and schools; 2) perspectives of principals, teachers, pupils, and parents of the actual culture and curriculum of their schools; 3) perspectives of principals, teachers, pupils, and parents of the preferred or ideal curriculum for their schools; and 4) the implicit curriculum: the ways the curriculum is put into action in the classroom. Seven elements of school curriculum are investigated within these levels of analysis: educational priorities and ideology, the contents of curriculum, teaching methods, evaluation methods, informal education activities, the organization of learners and characteristics of organizational life. The views of principals, teachers, pupils, and parents about these seven elements of the school curriculum are compared in order to identify, on the one hand, their common shared social reality and, on the other hand, the aspects of curriculum upon which their perspectives differ. In addition, teachers' and principals' perspectives about the influence of different constituencies on curriculum decision-making and development are examined and compared.

Israeli Educational Institutions and School Culture

The Israeli public educational system represents an attempt to balance the development of a common culture with continuation of some cultural diversity. On the one hand, there exists "a common basic curriculum" reflecting the dominant Israeli culture which is determined by centralized decision-making and, on the other hand, the public education system is subdivided into two structurally and organizationally distinct sectors, Jewish and Arab, on the basis of national identity. In the Jewish sector the language of instruction is Hebrew and pupils are not required to learn Arabic. In the Arab sector the language of instruction is Arabic and Hebrew is the required second language in the curriculum. These sectors are in turn divided into distinct sub-systems on the basis of religious identity. In the Jewish sector there are two sub-systems, State and State Religious, and in the Arab sector there exist today two sub-systems as well, Arab and Druse. These four sub-systems provide different curricula reflecting religious and national cultural groups in Israeli society. The nature of the similarities and differences among these sub-systems has changed over the past four decades. The history of these changes will be examined in Chapter 2 as a framework for understanding the findings of our analysis of the commonality and diversity of these sub-systems today.

The culture of the individual school in Israel reflects in part the characteristics of the sub-system to which it is affiliated. In addition it develops out of the cultural characteristics of the local school community and constituencies, its school level, and its definition of its role in preparing pupils for society.

In Israel patterns of settlement of culturally different groups and the types of settlement provided conditions for the development of distinctive school cultures. During the 1950s and 1960s Jewish immigrants from North Africa and Asia were settled in development towns in the northern and southern regions of Israel. Many Arabs remaining in Israel after the War for Independence were resettled in Arab towns and villages in the northern region and the Triangle area. In addition to these planned settlement patterns, informal settlement patterns similar to those of other immigrant societies led people of similar cultural background to congregate and settle in close proximity. Four types of settlement exist in Israel: cities, towns, agricultural settlements (moshavim) and cooperative settlements (kibbutzim). These types of settlement differ in their economic and social conditions for living and in their degree of cultural homogeneity. On one end of this array is the city which contains many diverse cultural groups and at the other end, the kibbutz settlement, an ideological community which is culturally homogeneous. From the 1950s through the 1970s the control over curriculum was highly centralized, thus the cultural differences evident in settlement patterns provided the latent school culture.

From the 1950s to the 1970s the primary and post-primary levels were differentiated from each other in terms of structure, organization, and curriculum. The Ministry of Education and institutions of higher education both contributed to the development of different educational orientations in the two levels of schooling. Teachers' seminaries are solely responsible for training primary school teachers, whereas universities have responsibility for post-primary teacher training. One of the major transformations of Israeli education institutions in the 1970s and 1980s was the introduction of a third school level, that of the middle school, in the system. Theoretically, the middle school was supposed to develop a distinctive school culture of its own.

Post-primary schools are differentiated as well by the definition of their role in preparing students for future society. From 1950 to 1970 three different types of orientations developed in the post-primary schools: academic, vocational, and agricultural. The academic school prepares pupils for entry into higher education and elite occupations and statuses. The vocational school is attuned to the needs of industry and preparing pupils for skilled occupations in the economy. The agricultural school is oriented to preparing pupils for agricultural occupations and for settlement of the land. Since these types of schools selected for different types of pupils, by the end of the 1960s they had student bodies drawn from different social and cultural backgrounds. Thereby, their school culture was also influenced by the latent culture of their pupils.

Since 1970 the post-primary schools' orientations to their roles have been changing. As a result of changes in the nature of industry in Israel, the vocational and agricultural school have been redefining their goals and school curricula. In addition, the comprehensive high school was established to afford pupils more choice and opportunities for preparation for the future and in order to address the imbalances that had developed from the segregation of academic and vocational curriculum programs.

The decade of the 1980s was fraught with changes in Israeli society. These changes were reflected in the struggle within the Israeli educational system for a new definition of the unity and diversity of school culture in the system. On the one hand, there has been a movement towards the encouragement of more diversity in the educational system. The Ministry of Education has moved toward decentralizing decision-making, and in particular curriculum decisions, to the regional and school level. Movements for the establishment of school programs on the basis of new educational orientations or models of teaching have developed and been supported by the Ministry of Education. Among these new models have been open schools, individualized schools, community schools, democratic schools, and arts or science schools. These new orientations have not developed to the same degree in all of the four sub-systems of the state education institutions.

On the other hand, a common national curriculum has continued, but evolved. There has been a new emphasis on maintaining standards of achievement of this curriculum through the administration of evaluation tests. This renewed emphasis on unity has counterbalanced the movement to new forms of diversity.

This study examines the nature of the new balance of unity and diversity in school culture and curriculum that has emerged from this struggle. We hypothesize that the state educational system today is characterized by less uniformity and more pluralism than previous decades.

Since the nature of Israeli society has evolved, the uniform characteristics of state educational institutions will have basic similarities to the past commonalities and some differences. Today pluralism continues to be based primarily on national and religious cultural differences and is reflected in the four sub-systems, Jewish State, Jewish State Religious, Arab, and Druse. However, the similarities and differences among these sub-systems will have changed somewhat from that found in previous decades. Secondarily, pluralism is based on differences in educational orientations (in terms of models of teaching and orientations to the preparation of students), school levels, and school communities.

The Organization of the Report

This report is divided into four parts. The first part, of which this is the first chapter, presents the theoretical framework and research design for this study. Chapter 2 presents a history of the social transformation of Israeli society and its educational institutions. This history provides a framework for understanding the findings of this study. Chapter 3 describes the sample, research methods, instruments, and procedures used to gather the data for this study.

The second part of this report consists of seven chapters which present the findings about the state of unity and diversity of culture and curriculum in the Israeli education system today as reflected in the formal curriculum and in the reports of principals, teachers, pupils and parents. The perspectives of principals, teachers, pupils, and parents are presented and analyzed separately in Chapters 5-8. Chapter 9 presents an analysis of the implicit curriculum as reflected in class lessons observed in twenty carefully selected and representative schools. In Chapter 10, the final chapter of this section, all these perspectives are compared and synthesized.

The third part of the report presents the perspectives of principals, teachers, pupils and parents about the desired curriculum. The viewpoints of each constituency in the education system are presented separately in Chapters 11-14. Chapter 15 presents a comparison of the perspectives of the different members of the system about the desired curriculum. Chapter 16 compares principals' and teachers' views about actual control over curriculum decision-making and development in Israeli education today to their opinions about desired patterns of control. The fourth part of the report, Chapter 17, draws some conclusions about the nature of unity and diversity of school culture and curriculum in the Israeli education system today as compared to previous decades. The implications of the findings for Israeli society are discussed and recommendations are made for addressing some of the issues raised by the conclusions.

We recommend that readers who are primarily interested in the major findings and framework of the study read Chapters 1-3, 10, 15, and 17.

Chapter 2

The Social Transformation of Israeli Society and Its Educational Institutions

The present Israeli education system can only be fully understood in the light of the continuities and changes in Israeli culture and society and its educational system. Since the transformation of Israeli society has been discussed elsewhere in great depth (Eisenstadt, 1985; Horowitz and Lissak, 1991), we will only highlight the key social changes and continuities of importance for understanding the development of the Israeli education system.

Change and Stability in Israeli Society

Eisenstadt (1985) divided the transformation of Israeli society into three periods: the pre-state period of the Zionist movement and the settlement of the Land of Israel (the Yishuv), the period from the founding of the state of Israel until the mid-1970s, and the period after the Yom Kippur War until the 1980s. During these three periods Israeli society underwent major ecological and demographic changes and major transformations of dominant cultural values, images of collective identity, and political, economic and social institutions.

Demographic changes. In the pre-state period the Arab population was the majority and the Jewish population was a minority. With the founding of the State of Israel, the demographic situation was reversed. Jews became the majority and the Arab population a minority. This situation changed again after the Six-Day War when Israel took control of the territories and the Golan. The Arab population became a sizeable proportion of the Israeli society. During these three periods patterns of Jewish immigration also transformed the balance of Jewish ethnic groups. In the Yishuv the Jewish community was dominated by Jews of European background who had modern or radical ideologies. Mass immigration of Jews from Asia and North Africa in the 1950s and 1960s changed the composition of Israeli society from ethnically homogeneous to heterogeneous, comprised of ethnic groups with differing traditional and modern cultural backgrounds. The Israeli government settled many of the North African and Asian Jews in development towns in northern and southern Israel. During the 1960s and 1970s internal migration shifted this population from rural to urban centers, counteracting the policies of population dispersal that the government attempted to institute in the 1950s and 1960s. With the acquisition of the territories, concern for settlement shifted to the territories and away from development towns. These demographic changes had an impact on the collective identity and social institutions (Eisenstadt, 1985; Horowitz and Lissak, 1991; Kleinberger, 1969).

Changes in values and collective identity. The dominant values and collective identity of Israeli society changed over these periods from revolutionary, collectivist, highly ideological, and egalitarian to nationalistic and service-oriented and then to materialistic and more individualistic. From 1920 to 1970 the Jewish community in Israel focused on the reconstruction of its collective identity by developing a Zionist ideology which negated the traditional beliefs of diaspora Judaism and by embarking on a cultural revival of Hebrew language and literature. The Zionist ideology stressed the return of exiles to the Land of Israel and the establishment of a modern Jewish national homeland where Jews would live normal productive lives by returning to agricultural and industrial occupations within a collective framework emphasizing egalitarian communal life based on Jewish values and traditions. Three rival interpretations of this new revolutionary collective identity developed side by side in the Yishuv and continued to exist after the founding of the State of Israel through the 1960s: the Socialist Labor, General Zionist, and Religious Zionist. Each of these ideological movements established separate institutional frameworks to promote their orientations to national revival. The Six-Day War was another watershed in the transformation of Israeli collective identity. The capture of the Old City of Jerusalem and the territories led to a religious reawakening, a sense of invincibility and fulfillment to earlier dreams. These feelings of collective establishment were cut short by the Yom Kippur War. This war led to a questioning of past values and images of collective identity. From the mid-1970s, Israeli society broke away from the past dominant framework and began to place its emphasis on the more modern values of individual achievement and less on collective achievement (Carmon, 1985; Eisenstadt, 1985).

Changes in political, economic and social institutions. The political, economic, and social stratification institutions underwent centralization, expansion, bureaucratization, and then differentiation. During the first three decades after the founding of the State of Israel, the revolutionary social movements of the Yishuv became the rulers of a parliamentary democracy with a multi-party system. During this period the Labor party and kibbutz elite dominated political institutions. This period was marked by the centralization of institutional activity in the state. The state took charge of social absorption, modernization and development. During the 1970s new elites emerged. New political pressure groups and protest movements broke the Labor party's monopoly of power and forged a movement to a more pluralistic model of democracy. Political institutional relations between the Jewish majority and Arab minority during the first three decades were marked by segregation and domination by the majority.

The economic institutions underwent major transformation from an agrarian economy to an industrialized service economy. This entailed differentiation of the market and occupational structure. After the Six-Day War the Israeli economy and occupational structure underwent further change with the incorporation of Arab workers from the occupied territories in the lower levels of the occupational structure and the incorporation of the territories into the society's economy.

These political and economic changes wrought changes in the social stratification system. The Yishuv was characterized by an egalitarian orientation and little income and occupational differentiation. Social differentiation was based more on differences in life styles. During the first three decades after the founding of the State of Israel new patterns of differentiation emerged based on occupational attainment. Occupational attainment became linked to educational attainment. Growing wage differentials became apparent which in part were counteracted by government welfare programs. From the 1960s until the 1980s government policy focused on increasing social mobility for Jews who came from North Africa and Asia who became recognized as disadvantaged populations. Rising expectations and lack of progress in this area was one of the sources of disillusionment with the political and institutional framework in the 1970s and social cleavage within the Israeli Jewish community.

Changes in Israeli Society during the 1980s

The beginning of the 1980s was marked by the establishment of a new collective identity which combined contrasting values: a return to the pioneering ideals of Jewish settlement, this time in the administered territories, traditionalism, promotion of a more liberal economy and consumerism, and desire for security. The economy was characterized by stagnation and runaway inflation, bringing the government to decrease its expenditures and begin to consider privatization. A movement for more participatory democracy developed during this period, which was realized in part by the end of the decade in some decentralization in government institutions, in the introduction of primaries, and in the passing of legislation for the direct election of the prime minister. In addition, there developed a growing concern for the involvement of Israeli Arabs in Israeli society and the establishment of coexistence in Israeli society. Toward the end of the 1980s Israel became faced with two major social and political problems: mass immigration from the former Soviet Union and the intifada, the uprising of Palestinians in the territories.

Continuities in Israeli Society

From this brief sketch it is obvious that Israeli society has undergone major forms of social change in its short history. Yet continuities in values, social institutions, and social problems can also be identified. We will mention only a few. The Zionist premise of the ingathering of the exiles still is a dominant value of Israeli society which is guiding present policy as it has in the past. The pioneer image has remained a symbol that has been given new meaning in each period. Service to the country, particularly in defense of the country, is an uncontested value.

Institutionally, the political system has been consistently democratic, allowing access to different populations. The economy is still dominated by the state through regulation and allocation. The social structure of the country continues to be marked by cleavage along religious, ethnic and national lines. Lastly, the Israeli-Arab conflict continues alongside the search for peace (Adler, 1989; Horowitz and Lisak, 1991). Thus Israeli society is faced today as it was in its past history with dealing with four major social problems: security, social integration, equality and adaptation.

The Transformation of the Israeli Education System: Changing Patterns of Control, Structure, and Curriculum

The changes and continuities of Israeli society are reflected in the development of the Israeli education system. Of particular interest as a background to this study are the transformations of the control of education, the structure of educational institutions, and the nature of the curriculum. The foundations of the present educational system were laid in the pre-state Yishuv. Its evolution thereafter took place in three stages: (1) the decades of the 1950s and 1960s when educational institutions were crystallized into state institutions, (2) the late 1960s through the 1970s, the period of modernization and expansion of state control over post-primary education, and (3) the decade of the 1980s which was marked by increased decentralization and diversity. In the following pages the nature of the control of education, the structure of education institutions, and the primary characteristics of the curriculum in the pre-state Yishuv and each of the three subsequent stages of evolution will be described.

The Foundations of the Israeli Education System in the Yishuv

The roots of the present Israeli education system lie in the structure and curricula of the education system that was set up in Palestine under the British Mandate. The control of education in the period of the Yishuv was divided among the British government, and religious and national groups. The Arab population attended either British state, Christian or Moslem independent schools (Mar'i, 1979). Control of the financing of Jewish education was in the hands of the Zionist movement and the Jewish National Council (Vaad Leumi). However, four rival ideological movements within the Jewish community were given independent control over their curriculum and organization: the General Zionists, the Labor Zionists, the Religious Zionists (Mizrachi), and the ultra-Orthodox (Agudath Israel — Agudah). Teachers who were themselves leaders of these revolutionary social movements had primary influence over educational policy in these new institutions.

The result of this arrangement was the establishment of a pluralistic segregated structure of educational institutions. Jews were segregated from Arabs. Within the Jewish system a trend system of separate educational institutions developed for each Jewish social movement. The General trend served the bourgeois or civilian sector, parts of the urban population, and the newer rural or semi-urban settlements (moshavot). The Labor trend served the cooperative settlements (kibbutzim and moshavim shitufim) and urban Socialist populations affiliated with the Labor Federation. The Religious Zionist trend provided education for parts of the religious urban population and religious cooperative settlements. The ultra-Orthodox Agudah trend served the non-Zionist religious urban population. These systems provided mainly primary education. Little secondary education was available. The secondary education that existed was modeled on European, primarily British, academic high schools which culminated with matriculation examinations for entry into higher education (Kleinberger, 1969; Carmon, 1985; Eisenstadt, 1985).

The curricula of the trends reflected distinctive ideologies, designs for living, and pedagogical approaches:

The General trend emphasized a moderate collectivist ideology. Its goals were to strengthen national unity and to educate man to be a good citizen. It was against ideological political education. The General trend attempted to forge a formal curriculum combining Jewish knowledge with general humanistic secular knowledge. The key subjects taught in the General trend were Bible and the study of the national environment (*Heimatkunde*). Bible was taught as a return to Jewish roots, not as a code of belief; as a source of Jewish history and literature; and as a way of relating to the Land of Israel. National environment studies were introduced as a subject in order to provide pupils with knowledge of nature and the land in Israel.

The Religious Zionist trend's goals were to establish a new society on the basis of a synthesis of Jewish law and tradition (*halakhah*) and modern democratic society, to develop a Jewish identity based on religiosity and the skills and knowledge of how to live in the modern world, and to prepare youth to be pioneers and builders of the homeland. This trend's pedagogy combined traditional Jewish education with modern education.

The Labor trend's curriculum reflected its comprehensive Socialist Zionist ideology of self-sacrifice and relinquishing rewards in order to achieve collective goals. Its main educational priority was ideological inculcation and the realization of their ideology in behavior. "The role of education is to inculcate a world view so that pupils may become active in creating a new image of society" (Carmon, 1985, p. 128). The Labor trend adopted progressive education as its pedagogical approach. This pedagogical approach encouraged activism, initative, free choice on the part of the pupil, and democratic relationships among members of the school community. Bible instruction was also emphasized in this trend, but instruction focused on learning ethical social principles of justice, truth, fraternity, peace, and lovingkindness from the Bible. Agriculture and gardening were also important subjects in the Labor trend.

The Agudah trend differed from the three previous trends. It emphasized the traditional aims of Jewish education: religious education. Its pedagogy was traditional instruction and its curriculum stressed the traditional Jewish subjects of Talmud and the Hebrew Bible.

Although the trends clearly developed distinctive institutional cultures, three of the trends, the General, Labor, and Religious Zionist, held in common a revolutionary orientation — of establishing a new Hebrew Jewish society. They had common aims of developing a love of Israel as their homeland, a desire to rebuild the homeland and to become a pioneer, and knowledge and use of the Hebrew language. The contents of the curriculum in all three trends had both Jewish national and universal components (Carmon, 1985; Kleinberger, 1969; Eisenstadt, 1985).

In summary, during the pre-state period a pluralistic sectorial education system was established in Palestine under the British Mandate. Separate educational systems served the two national groups — Jews and Arabs. The Arab sector had three educational sub-systems, the British state, Moslem, and Christian. In the Jewish sector the educational system was divided into four sub-systems or trends, Labor, General, Religious Zionist, and ultra-Orthodox. This pluralistic system formed the foundation of the Israeli education system.

From the Founding of the State to 1967: The Crystallization of State Educational Institutions

Control and Structure of Education. During the two decades after the founding of the State of Israel, the state government gradually took control of most of the educational sub-systems that developed during the pre-state period. However, the Jewish trends' control over curriculum decisions was not eliminated completely, rather it was reduced in scope. The first step in the direction of state hegemony occurred in 1949 with legislation of the Compulsory Education Law which required parents to send their children to primary school for eight years of education. The trend structure of the education system continued until 1953 when the State Education Law was passed, officially ending the trend system and establishing the hegemony of the state government over the education system. This law was enacted in an attempt to end the fierce competition and conflict that had developed among the trends over recruitment of new immigrants to their movements. Since the Labor party was the dominant political force at this time, Ben-Gurion and other leaders of the Labor trend thought unification would help establish their dominance over the education system. However, the necessity for compromise with coalition partners weakened the unification process. The 1953 law entitled parents of pupils liable for compulsory attendance to opt for either State Religious education or State education or a "recognized school" outside the State system. The law specified that the recognized schools must accept the obligatory basic program and supervision of the state and in return are entitled to financial assistance from the state. Parents were given the right to demand supplementary curriculum programs in official educational institutions for up to 25 percent of the total number of weekly lessons in a given class, but this had to be approved by the Minister of Education. Provision was also made in this law for adapting the required curriculum to the needs of non-Jewish pupils. The structure of the education system that emerged from this legislation was a tripartite state system of Jewish non-religious state schools, Jewish religious state schools, and Arab state schools. Alongside the state system, the ultra-Orthodox Agudah and Christian schools continued their separate private education. Thus, the pluralistic division of education of the Yishuv period was reduced in its extent. Financial control over all the sectors was secured by the state along with some control over curriculum (Harrison, 1993; Kleinberger, 1969).

Officially, the primary unification of the trends occurred between the Labor and General trends. However, in practice, a sub-system of the Labor trend, the kibbutz movements, were allowed to continue a relative degree of autonomy because they were designated as the local administrative authorities and the Settlement Office of the Ministry of Education was placed in charge of the administration of their secondary schools, not the Pedagogical Secretariat (Elboim-Dror, 1985).

Since the Arab communities were under military administration until 1963, Arab schools were placed under the strict control of the state. Jewish teachers and administrators were placed in charge of these schools because of the shortage of Arab teachers and suspicions of the Arab population (Mar'i, 1979).

During the 1950s and 1960s the state attempted to implement the laws and to centralize control over the curriculum of elementary education (grades 1-8). Committees of supervisors and teachers were assigned responsibility for curriculum definition. The implementation of this curriculum was controlled by supervision of instruction and examination of achievements (Kleinberger, 1969; Carmon, 1985; Bashi, 1985).

During this period an average of 66 percent of Jewish pupils were enrolled in the State primary schools, 26 percent in the State Religious primary schools, and 7 percent in recognized independent primary schools. In the Arab sector, primary school attendance rates were approximately 90 percent for boys and 76 percent for girls. Seventy-three percent of Arab pupils were enrolled in state schools and 27 percent in non-recognized private schools (Kleinberger, 1969).

Post-primary education continued to be controlled by private and independent organizations. However, many schools began to subscribe voluntarily to government inspection and curriculum recommendations in return for financial support. Thus, a two-tier educational structure of primary and post-primary was the norm during this period. Only at the end of the 1960s was the development and definition of the structure and control of secondary education addressed. This was the result of the growth in the number of pupils completing primary education and of industrialization of the economy.

During this period, post-primary education became differentiated into different types of school organizations. Five types of post-primary schools existed: academic, vocational, agricultural, general religious, and yeshiva high school (Kleinberger, 1969; Carmon, 1985). The Jewish State system had the first three types of secondary school. In the State Religious system the majority of secondary schools were general religious schools and a minority were yeshiva high schools. In the Arab sector only one type existed, the academic.

The Nature of Curriculum. During this period, educational priorities and ideologies changed as Israeli society changed from a revolutionary movement to an established nation state. During the 1950s the pioneer ideology remained the common denominator among Jewish state schools. In the 1960s this gave way to an emphasis on patriotism and serving the country, not actively revolutionizing it (Kleinberger, 1969; Carmon, 1985; Peled, 1968). The Jewish sector of the public school system focused on three primary aims: absorption of new immigrants and their assimilation of the Hebrew Zionist nationalist ideologies, developing patriotism, and inculcating a desire to serve the nation.

All state schools were required to conform to a uniform basic curriculum. The main emphasis of this curriculum was inculcating Hebrew as the national language. The Ministry of Education administered an "objective" test (the *Seker*) at the end of the eighth grade to survey the overall attainments of the primary school curriculum. This test measured achievements in Hebrew, arithmetic and verbal reasoning. Additional elements of the curriculum reflected the distinctive ideological orientations of different branches of the state system.

In the Jewish State schools, the curriculum reflected a merging of the Labor and General trend approaches. In time, the approach of the General trend of a primarily academic curriculum came to dominate the curriculum. Bible and national environment studies (*Heimatkunde*) continued to be important subjects in the curriculum. On the primary level, the non-academic subjects were dominated by gardening and agriculture. Little music, art, and physical education were taught in the schools. The progressive educational approach of the Labor trend was abandoned by most of the primary schools in this sub-system by the 1960s (Carmon, 1985).

In the Jewish State system, post-primary schools were of three types: academic, vocational and agricultural. Academic high school programs were geared to preparation for matriculation exams and possible entrance into higher education. Vocational schools curricula consisted primarily of apprenticeship programs for practical vocations. Agricultural schools had curricula which prepared pupils for agricultural occupations and settlement of land.

The Jewish State Religious system continued the curriculum approach of the Religious Zionist trend of combining the learning of traditional Jewish sources and observance of religious precepts with general studies. Table 2.1 presents a comparison of the allocation of weekly lessons in the basic curriculum for the fifth grade in the Jewish State and State Religious systems (Kleinberger, 1969, p. 170). State Religious primary schools allocated twice as many weekly lessons to Jewish studies as the State primary schools. They also allocated significantly fewer weekly lessons to secular or general studies.

On the secondary level the majority of State Religious schools were coeducational academic religious high schools. A minority of the post-primary schools at this time were Yeshiva high schools. These schools were single sex schools with a curriculum which emphasized Jewish studies more than the general high school and placed less of an emphasis on general academic studies. A very limited number of vocational or agricultural schools existed in the State Religious system (Kleinberger, 1969; Eisenstadt, 1985).

The Israeli government did not fully address itself to developing educational policy for the Arab sector. There existed an orientation of suspicion of the Arab population and an awareness of their different national identity and culture. Therefore, the government decided that instruction in Arab schools should continue to be in Arabic, that pupils should continue to learn Arab culture and history, and that they should become acquainted with Hebrew and Jewish national culture. Since the majority of the Arab population remaining in Israel after the war was uneducated and rural, emphasis was placed on basic compulsory education (Zarzur, 1985; Kleinberger, 1969).

During the 1960s, examinations and academic research revealed serious problems in the state education systems. These evaluations showed gaps between standards or demands of curriculum and the achievements for all groups in the pupil population. The number of hours of instruction per subject were found to be insufficient for the amount of content required to be learned (Kleinberger, 1969; Peled, 1968; Adler, 1989).

TABLE 2.1

WEEKLY LESSONS IN THE BASIC CURRICULUM FOR THE 5TH GRADE IN STATE AND STATE RELIGIOUS SYSTEMS IN THE 1960S

Subject	State	State Religious
Bible & oral law	5	12
Hebrew language & literature	5	3
Heimatkunde, geography & nature study	4	3
Arithmetic	4	3
Physical education	2	1
Art & music	3	2
Handicrafts & agriculture	2-4	2-4
Social education	1	-
Total	26-28	26-28

Note: The information in this table is drawn from Kleinberger (1969), p. 170.

Differentiation and Centralization of Post-Primary Education from 1967 to 1980

Control and Structure of Educational Institutions. From 1967 to 1980 four changes occurred in the processes of control and the structure of the educational institutions: the centralization of control over post-primary education, the reorganization of curriculum decision-making and development, the reorganization of post-primary education, and differentiation of the structure of the education system. These transformations were introduced and then implemented through a series of legislative acts.

In the reform legislation of 1968, compulsory education was extended through the ninth grade. Additional legislation in the late 1970s extended the length of compulsory education to the age of 17. Through these acts post-primary education was placed under the control of the state during this period (Harrison, 1993).

In 1966 the Ministry of Education established the Curriculum Development Center for the purpose of preparing and implementing curricula for all sub-systems of the state education system on both the primary and post-primary levels. Academics and curriculum specialists were put in charge of curriculum development and decision-making. This reduced the influence of teachers on the curriculum decision-making process and increased the influence of university professors and academic specialists. These changes were introduced on the basis of the theory that rational academic planning was necessary to attain achievements in the education system. It was hoped that a curriculum produced by academic specialists would be better able to address the needs of the individual pupil (Silberstein, 1985; Carmon, 1985).

The reform legislation of 1968 introduced new patterns of structural differentiation in the education system. This legislation proposed a three-tier educational system of elementary (k-6), middle (7-9), and secondary levels (10-12). In addition it advocated the establishment of a comprehensive high school combining academic and vocational tracks. The middle school would not be selective and would feed into the comprehensive high school where pupils would be tracked into the curriculum appropriate for them. The goals of these proposals were to raise achievement levels and provide more equal opportunities for disadvantaged pupils. Since there was a great deal of opposition to these reforms, a legislative compromise was reached which recommended that these structural changes be adopted but left the decision to adopt them to the local municipality (Adler, 1989; Carmon, 1985). Consequently, post-primary education became further diversified. Two additional types of post-primary schools, the middle school and the comprehensive high school, were added to the five previously existing types. Alongside these legislated developments, the Ministry of Education introduced differentiation within the vocational education system (Zucker, 1985). The reform of the structure of the education system also applied to the Arab sector, but the diversification of vocational education was not implemented (Zarzur, 1985; Mar'i, 1979).

In the Arab sector another differentiation process began during this period. The Druse schools had been a sub-section of the Arab education department and treated similarly to Arab schools. However, since the Druse community's orientation to Israel differed from the Arab community, the Ministry of Education initiated different educational policies regarding the education of the Druse minority.

The nature of the curriculum. The curriculum underwent significant transformation as a result of these changes in the control and structure of the system. The Curriculum Center introduced a new conception of aims and components of the curriculum. It adopted the behaviorist and academic rationalist theories of curriculum popular in the United States which advocated defining objectives in individualist behavioral terms and focusing the content of curriculum on the structure of the disciplines. This approach neutralized the previous ideological approach to a definition of aims of the curriculum (Carmon, 1985) and reflected a movement away from a collective orientation to an individualistic one. Silberstein (1985) has labeled the curriculum orientation of this period as "scholar-dominated implemented as directed."

The uniform curriculum requirements for elementary education continued. To these were added curriculum requirements for middle school grades and requirements for the variety of academic and vocational tracks in the senior high schools. Each track had rigidly defined subject matter requirements with standardized matriculation examinations to measure pupil achievements.

Distinctions were maintained in the curricula for the Arab, Jewish State and State Religious Schools. Ideological orientations remained more pronounced in State Religious schools and their combined program of Jewish studies and secular studies continued.

The main development in the curricula of the Arab sector was the Ministry of Education's realization that a clear educational policy needed to be developed for the Arab schools. A more liberal outlook developed which led to recognition of the need to help Arab youth develop a positive identity and the need to reduce Arab-Jewish cleavages in Israel by more social and economic absorption of Israeli Arabs into Israeli society. In 1975 the Peled committee established a national framework for Arab education. It stated that "the goal of state education in the Arab sector in Israel is to base education on the foundations of Arab culture, the aspiration for peace between Israel and its neighbors, on love of shared country by all citizens, and loyalty to the State of Israel — through emphasizing their common interests and through encouraging the uniqueness of Israeli Arabs" (Mar'i, 1979, p. 70). However, this policy was not implemented in curriculum syllabi.

It should be noted that in the 1970s a movement developed within the State education system to return to progressive pedagogical approaches to curriculum. The Ministry of Education lent support to these developments in the late 1970s (Harrison and Glaubman, 1989).

Evaluations of achievement in the system during this period revealed that curriculum programs developed in the Curriculum Center were not fully implemented at the school level. This led to revision of the curriculum development process to include some involvement of teachers. In addition, dissatisfaction grew after the Yom Kippur War with the value-neutral stance of the curriculum and its emphasis on academic study and not on education (Silberstein, 1985; Carmon, 1985).

Changes in the Education System in the 1980s

Control and Structure during the 1980s. During the 1980s public debate grew over the question of how much influence different constituencies in the school system — the Ministry of Education, the school professionals, the school community — should have over educational policy and especially over curriculum decisions. For the first time parents expressed and implemented their desire for involvement in curricular decision-making by exercising their right to determine a supplementary curriculum for the elementary school. Therefore, two parallel tendencies coexisted in great tension in the 1980s: a movement toward some decentralization of the control of education and continuation of centralized projects initiated in the 1960s and 1970s (Silberstein, 1985; Harrison, 1993).

The movement toward decentralization was witnessed primarily on the primary level. After great debate, the ministry's Pedagogical Secretariat adopted a more open model of the common basic curriculum which distinguished among three types of courses, required, elective and optional. Theoretically, this model allowed schools a say in decisions about course content in 25 percent of the curriculum (Silberstein, 1987). The ministry also encouraged and funded new curriculum initiatives which diverged from the Curriculum Center's approach, such as the establishment of open schools which involved pupils in curriculum decision-making and community schools which allowed parents some input into school curriculum decisions (Shapira, 1989). Toward the end of this decade a reaction to the decentralization movement was witnessed with the reintroduction of achievement examinations in the elementary system.

On the secondary level a minor degree of school autonomy was introduced in 1980. High schools were permitted to suggest their own curricula for instructional units which had no official curricula. This autonomy was restricted to schools which had the highest grade on inspectoral lists (Amir, 1987). Those who took advantage of this option were primarily academic, comprehensive, and kibbutz high schools.

The structure of the Israeli education system has remained sectorial and pluralistic. The division of education into three state systems and an independent sector has continued. However, the relative proportion of Jewish primary pupils enrolled in the state systems and the private sector shifted during this period. In 1980, 74 percent of Jewish pupils were enrolled in State primary schools, 20 percent in State Religious primary schools, and only 6 percent of Jewish pupils were enrolled in independent ultra-Orthodox schools. In 1988-89, 69 percent of Jewish pupils were enrolled in State primary schools and 21 percent in State Religious primary schools, whereas the enrollments in independent ultra-Orthodox schools had increased to 10 percent of Jewish pupils. In the Arab sector the proportions enrolled in state and private schools remained stable during this period. Ninty-three percent of Arab primary pupils were enrolled in state schools and only 7 percent attended private primary schools.

By the end of the decade the reform of post-primary education was implemented in half of the school districts in the country. Consequently, the state education system was split between a two-tier and three-tier structure. In addition, in the Arab sector clearer differentiation was drawn between the Druse and Arab sub-systems (Valinsky, 1988).

Curriculum in the 1980s. The curricula of the Israeli education system during this period also reflected contrasting decentralization and centralizing tendencies. During most of the 1980s increased pluralism of curriculum was encouraged in elementary and high schools. However, toward the end of 1980s the ministry stressed a return to conformity and to an emphasis of the required syllabi in elementary schools.

The common basic elementary curriculum was reorganized to allow some school autonomy. Instead of a totally defined required curriculum, the basic curriculum is divided into three types of courses: required, elective, and optional. Required courses form the core curriculum. In all four sub-systems these include such basic disciplines as mathematics, Hebrew, and foreign languages. These courses have syllabi which are compulsory, prepared by committees appointed by the Ministry of Education. These syllabi consist of a rationale, conceptual outline, and list of topics, most of which are required but some of which are elective. Curriculum materials also prepared by professional bodies appointed by the Curriculum Center are always optional. The teacher is given the pedagogical autonomy of translating syllabi into a program of activities, but most teachers prefer using curriculum packages prepared by the Curriculum Center. Elective courses consist of a pool of subjects such as a second foreign language and crafts. Syllabi for electives are also prepared by the Curriculum Center. Optional courses are developed locally. These courses may not exceed 25 percent of the curriculum. They may include the integrated topics, field trips, and individual projects (Siberstein, 1985, 1987; Gaziel, 1992).

During 1980s the Minister of Education introduced an additional element into the common curriculum requirement, an annual integrated topic. The goal of this project was to involve schools in developing values, perspectives, and studies related to national concerns. Topics have included Jerusalem, democracy, and the rule of law (Rogowsky, 1991).

The encouragement of curriculum initiatives by the Ministry of Education has led to the emergence of four alternative educational and curriculum orientations in primary education: individualized or open schools, community schools, special content schools, and mixed approach schools which combine the three former types. The individualized or open schools believe that the needs and characteristics of the child need to be taken into account in the establishment of educational priorities and programs as well as the needs of society. These schools try to organize the curriculum so that children can learn and develop at their own rate and in their own style of learning. They provide children with opportunities to make decisions regarding their own learning. They attempt to provide a curriculum that develops capacities for learning and thinking independently and that enhances the enjoyment of learning. Approximately 15 percent of the elementary schools and 2 percent of the middle schools identify themselves as having this educational orientation.

Community schools involve parents, the community, the local government, and informal education agencies in developing the educational programs and curriculum of the primary school. They aim to coordinate the educational efforts of the school with other socializing agencies in the community in order to enhance the educational achievements of their pupils. They also provide educational and cultural programs for the community and attempt to involve their pupils in community life. The community school approach is promoted by a special project established with the aid of the Joint Distribution Committee, the community centers organization, and the Ministry of Education. In 1991, about 10 percent of primary schools (N=116) were involved in this project.

Special content-focused schools have developed in response to parents' desires to have the school emphasize one aspect of the cultural heritage over another in the socialization of their children. Special content schools generally emphasize either the arts or the sciences. They allocate more time and effort to these subjects and develop teaching strategies that maximize learning in these areas. The standards of achievement demanded in these special foci are significantly higher than conventional standards (Shapira, 1988, 1990).

Mixed approach schools generally combine an individualized or open approach with either the community school approach or the special content focus. Each school that develops such a combined approach has a curriculum with individuality. The exact nature of these curricula has yet to be investigated. Based on a variety of sources of information, about 3 percent of the elementary schools are found in this category.

On the secondary level, a common curriculum was established for grades 7-9 which is divided into required and optional courses. The number of hours of instruction are identical for State and State Religious schools in Hebrew, mathematics, science, social studies, and physical education. The hours of instruction differ for other subjects (Sprinsak and Bar, 1989). During the 1980s curriculum guidelines and instruction schedules for senior high schools differentiated a growing number of new programs in academic and vocational tracks. These programs consist of required subjects (90 percent) and electives chosen by pupils (Zucker, 1985; Sprinsak and Bar, 1989).

There is a growing movement toward the academization of vocational education. A technological track which combines matriculation with a vocational certificate is becoming the preferred track in vocational education. Consequently, an additional type of high school has emerged which emphasizes this curriculum, the technological high school.

In addition, in the State Religious system a new type of single-sex school has been founded, the Ulpanah. This school is a counterpart to the all male Yeshiva high school and provides more intensive Jewish and religious studies for female pupils along with a highly demanding academic program leading to matriculation.

Conclusion

The nature of the balance between unity and diversity in the Israeli public education system has undergone considerable change over the past decade. It would seem that diversity and pluralism has grown and is based on both the structural divisions of the past and on a new basis of differentiation — educational orientation.

Up to the 1970s the primary basis of diversity in the system was national and religious cultural background. This was expressed in the structural division of the public education system into three sub-systems: Jewish State, Jewish State Religious, and Arab. Over the past two decades a fourth sub-system has been created by the Ministry of Education, that of the Druse schools. These four sub-systems are distinguished by differences in their curricula which reflect the cultural backgrounds of their constituencies.

A second basis for diversity of school culture and curriculum has been the organization of schooling into distinct school levels with different curricula emphases. Today three distinct school levels, elementary, middle, and high, can be found in half of the school districts, whereas the other half have a two-tier structure of primary and post-primary schools.

A third basis for diversity in the educational system has been the evolution of different curriculum orientations of post-primary schools. Post-primary schools differ in their orientation to the needs of society and their definition of the type of preparation to offer pupils for their future membership in society. Eight types of post-primary schools are found in the public education system today: academic, vocational, agricultural, technological, comprehensive, general religious high, yeshiva high, and ulpanah.

Differences in educational orientations form the fifth and most recent source of educational diversity in the system. These differences have developed during the past decade primarily in the primary school. Five types of orientations are evident in the system: conventional, open or individualized, community, special content, and mixed approach. Table 2.2 summarizes the bases and types of cultural diversity investigated in this study.

TABLE 2.2

BASES OF CULTURAL DIVERSITY IN THE ISRAELI EDUCATION SYSTEM

Basis	Type				
Nation/ Religion	Jewish State	Jewish State Religious	Arab	Druse	
School level	Elementary	Junior High	Senior High		
Settlement	Urban	Agricultural	Cooperative		
Elementary educational orientation	Conventional	Community	Open	Special curriculum	Mixed approach
Post-primary functional orientation	Academic	Comprehensive	Technological	Vocational	

Chapter 3

Research Design

Sample Design

A multi-stage sampling design was used in this study. In the first stage a stratified random sample of one hundred school organizational units was selected from the Ministry of Education's list of schools in Israel (Ministry of Education, 1991) using the strata of school level (elementary, junior high, high), educational system (State, State Religious, Arab, and Druse), religious affiliation (Jewish, Moslem, Druse, Christian), size of school, and educational region (central school districts of Tel Aviv, Jerusalem, Haifa and central area and peripheral districts of the Galilee and Negev). In addition, secondary level schools were stratified into school type — junior high, vocational high, comprehensive high, and academic high. These strata were chosen in order to gain precision in the representativeness of the sample and in order to investigate differences among sub-groups according to known categories of variation in the population of schools excluding special education schools. Schools classified as independent religious schools in the Ministry of Education's catalogue were not included in this study because of their organization's refusal to participate in the study.

An equivalent sample of one hundred schools was drawn for replacement of schools refusing to participate in the study. Thirty percent of the original sample chosen refused to participate and were replaced by the matched random sample. The refusal rate was highest in the State Religious system (45 percent), second highest in the State system (38 percent), and lowest in the Arab and Druse schools (0 percent). The two most common reasons for refusal to participate were that the school was participating in another research study or that the school was undergoing a difficult process of organizational change which entailed either a major change in administration or reorganization of the structure of the school. In elementary schools an additional reason for refusal among a minority of schools was that the low level of performance of pupils on the ministry's yearly achievement tests forced them to concentrate all their efforts on improving school effectiveness and no time could be spared for research. The State Religious schools also voiced two distinctive reasons for refusal: lack of belief in educational research or a disillusionment or antagonism to the findings of social research. During the first stage of organizing the process of gathering data in the sample, we discovered that seven of the schools chosen were in fact organizational units containing two closely linked levels of schools, either junior high and high school or junior high and elementary school. Since the principal, faculties, and organizational facilities of both sub-units were held in common, we decided to include the additional seven schools in our sample. Table 3.1 presents the distribution of the school sample selected by system and level school.

TABLE 3.1

DISTRIBUTION OF SCHOOLS BY SYSTEM AND SCHOOL LEVEL

	School Level				
				Total	
System	Elementary	Junior High	Senior High	N	%
State	27	11	19	57	53.3
State Religious	14	3	13	30	28.0
Arab	10	1	5	16	15.0
Druse	2	1	1	4	3.7
TOTAL (Number)	53	16	38	107	
(Percent)	49.5	15.0	35.5		100

The total populations of principals and teachers in this sample of schools were included as subjects in this study. All principals of the 100 school organizational units were interviewed. Teachers were administered a questionnaire and returned it on a voluntary basis. Therefore, response rates varied among schools. An effort was made to obtain responses from teachers of four subject areas, mathematics, social studies, Bible studies, and language and literature, as well as homeroom teachers. The 1,181 teachers who returned the questionnaire form the sample of teachers for this study. The distribution of the teachers' sample by system and school level is presented in Table 3.2.

The second stage of sampling established a design for sampling the pupil population of these schools. We decided to sample grades six, eight, and eleven as a representative cross-section of different levels of schooling in the educational system. Pupils in these grades could be expected to have had at least one year of schooling in the present school level and be free from unusual pressures of examinations that mark selection points in the educational system. Since schools in the sample varied in size, we decided that in grades comprised of more than four parallel classes, a random sample of four classes would be selected. All the pupils in these classes were respondents for this study.

TABLE 3.2

DISTRIBUTION OF TEACHER RESPONDENTS BY SYSTEM AND SCHOOL LEVEL

	School Level				
				Total	
System	Elementary	Junior High	Senior High	N	%
State	309	83	239	651	55
State Religious	157	23	114	294	25
Arab	121	16	51	188	16
Druse	29	21	18	18	2
TOTAL (Number)	616	143	442	1181	
(Percent)	52	12	37		100

Table 3.3 presents the distribution of pupils in our sample by system and grade level. A total of 7,936 pupils were included in the sample. Fifty-five percent of the sample studied in State schools, 25 percent studied in State Religious schools, 15 percent studied in Arab sector schools and 5 percent studied in Druse schools.

The third stage of sampling consisted of selecting a sub-sample of schools for a study of parents' perspectives on these schools. A purposive sample of thirty schools which represented different educational systems, school levels, and educational orientations as revealed in the first stage of the research was chosen for the study of parents' perspectives on schooling. A sample of fifteen parents from each of these schools was drawn, twelve of whom were drawn at random from the pupil sample studied in each school and three parents who were representatives of these classes on the school parents' committee. Where a parents' committee was not in existence all fifteen parents were chosen randomly. Parents selected were sent a letter requesting their participation in the study. These letters were followed by telephone calls to establish agreement

TABLE 3.3

DISTRIBUTION OF PUPIL RESPONDENTS BY SYSTEM AND GRADE LEVEL

System	Grade Level			
	Grade 6	Grade 8	Grade 11	Total
State	1165 57.0%	1085 53.3%	1626 54.6%	4376 55.0%
State Religious	658 22.5%	593 29.1%	717 24.1%	1968 25.0%
Arab	435 14.9%	221 10.9%	533 17.9%	1189 15.0%
Druse	163 5.6%	137 6.7%	103 3.5%	403 5.0%
TOTAL	2921	2036	2979	7936

to participate and an appointment for an interview. When parents in the initial sample refused to participate, replacements were chosen randomly from those remaining on the lists. Table 3.4 presents the distribution of the parents' sample by system and school level.

In the fourth and last sampling stage a purposive sample of 20 schools which represented different systems, school levels, and school cultural characteristics as revealed in the first stage of the research was selected for observation study. The observations were the most threatening aspect of the research for the teachers and principals in our sample. We had intended to include in this sample a representative of the State Religious yeshiva high school, however, none of the four schools of this type in our sample agreed to have classes observed in them. A sample of classroom observations were made in the grade levels and classes sampled in sampling stage two.

In each school in the sub-sample classes were observed in four subject areas chosen to represent a cross-secton of school culture and curriculum: mathematics, social studies, language and literature, and Bible studies. Two class lessons were observed in each subject area, preferably of two different teachers. However, this condition was not obtained in all schools because of teacher specialization and because of the resistance of certain teachers. Table 3.5 presents the distribution of classroom observations by system, grade, and subject area.

TABLE 3.4

DISTRIBUTION OF PARENT RESPONDENTS BY SYSTEM AND SCHOOL LEVEL

System	School Level Elementary	Junior High	Senior High	Total N	%
State	119	16	90	225	49
State Religious	71	30	69	170	37
Arab	28	7	14	49	11
Druse	1	5	5	11	2
TOTAL (Number)	218	58	178	455	
(Percent)	48	13	39		100

TABLE 3.5

CLASSROOM OBSERVATIONS BY SYSTEM AND SCHOOL LEVEL

	System							
	State		State Religious		Arab		Total	
School level	N	%	N	%	N	%	N	%
Elementary	28	50	19	34	9	16	56	54
Secondary (Junior and Senior High)	25	51	20	41	4	8	49	46
Total	53	51	39	37	13	12	105	100

Organizational Characteristics of the School Sample

Information about the organizational characteristics of the schools in the sample was obtained from the school administration and from official documents and records. We obtained information about eight characteristics which were deemed relevant to our study of school culture: type of elementary school (regular, community, kibbutz, moshav) and type of high school (comprehensive, academic, or vocational), encatchment area (restricted to local area, unrestricted), socioeconomic background of student population, size of school in terms of student and teacher population, number of new teachers, number of new immigrants, organization of school, learners, and the school day.

Of the 53 elementary schools included in the study, 68 percent classified themselves as regular schools, 28 percent as community schools, and 6 percent (4 schools) as kibbutz or moshav schools. Of the 38 high schools, 45 percent identified themselves as comprehensive, 39 percent as academic, and 16 percent as vocational. Sixty-three percent of the schools had encatchment areas that were restricted to the local geographical area, whereas 37 percent had open encatchment areas.

Table 3.6 shows that the grade levels included in each school organization varied greatly, but no significant differences were found in the nature of grade level organization among the systems. Sixty-six percent of elementary schools in the sample included kindergarten or first grade through sixth grade, whereas 34 percent were comprised of kindergarten or first grade through eighth grade. The k-8 structure is more common in the State Religious schools than other systems. The majority of the junior high schools in our sample are attached to a high school and a minority are independent. The proportion of junior highs linked to high schools is greater in the State Religious system than other systems.

To assess differences in the size of the student population, the number of new teachers, and of new immigrants among systems and school levels, a two-way analysis of variance by system and school level was performed. No significant differences were found among systems in the total number of students per school and number of full-time teaching staff. However, as expected, significant differences among school levels were found in these variables; size increases from elementary to high school levels. Significant differences among systems were found in the number of new immigrants per system, the number of new teachers, and the distribution of female and male teachers in the faculties of the schools. The means and standard deviations of these variables by system are presented in Table 3.7. More new immigrants studied in the State schools than in State Religious schools. More new teachers were found in the State system than other systems and the Arab sector had the smallest number of new teachers. The Arab and Druse schools have a larger proportion of male teachers than the Jewish schools. In addition, significant differences were found among school levels in the number of new teachers and male and female teachers. The means and standard deviations of these variables by school level are shown in Table 3.8. The number of new teachers and male teachers increases from the elementary level to the secondary level.

TABLE 3.6

GRADE LEVEL ORGANIZATION OF SCHOOLS BY SYSTEM

	System									
	State		State Religious		Arab		Druse		Total	
Grade Levels	N	%	N	%	N	%	N	%	N	%
K(1)-6	20	45	5	19	7	50	2	67	34	39
K(1)-8	7	16	8	30	3	21	0	0	18	20
7-9	4	9	0	0	1	7	1	33	6	7
1-9	0	0	1	4	0	0	0	0	1	1
7-12	7	16	5	19	1	7	0	0	13	15
9-12	6	14	8	30	2	14	0	0	16	18
TOTAL	44	50	27	31	14	16	3	3	88	100

Note: $\chi^2 = 18.53$ Df = 15 p = N.S.

TABLE 3.7

MEANS AND STANDARD DEVIATIONS OF NUMBER OF IMMIGRANT PUPILS AND TEACHERS BY SYSTEM

	System							
	State		State Religious		Arab		Druse	
Variable	x	sd	x	sd	x	sd	x	sd
New Teachers	7.6	7.1	5.9	5.1	3.2	4	6	8.4
New immigrants	38.6	39.3	28.8	31.6	0	0	1	2
Female Teachers	46.1	42.7	28.6	15.5	15.7	8.2	20.8	9.1
Male Teachers	8.8	13.1	14.2	14.7	19.1	16.8	28.0	18.2

TABLE 3.8

MEANS AND STANDARD DEVIATIONS OF NUMBER OF PUPILS AND TEACHERS BY SCHOOL LEVEL

	School Level					
	Elementary		Junior High		High School	
Variable	x	sd	x	sd	x	sd
Number Students	474.6	215.3	653.3	294.6	781.4	645.6
New Teachers	3.9	3.4	7.1	8.5	10.0	7.5
Female Teachers	25.2	10.7	42.4	33.0	49.3	52.0
Male Teachers	4.5	5.5	18.9	11.0	26.8	17.7
Full Teachers	19.7	8.7	37.5	27.4	36.8	29.7

Principals were asked to classify the economic status of the student population of their schools. Table 3.9 shows the distribution of the sample according to this classification. The majority of the schools in the sample, as would be expected, have student populations with middle to low middle or heterogenous economic status backgrounds. Although fewer schools in the Arab and Druse systems have student bodies with high economic status, no significant difference among the systems was found in the distribution of economic status among schools in our sample.

To determine the effect of the economic status of the student body on school organizational characteristics in the various systems, a two-way analysis of variance by economic status of student body and system was performed on the number of pupils in the student body, the number of full-time teachers, of new teachers, of female and male teachers, and of new immigrants in the schools. No significant differences were found among student bodies with different socioeconomic statuses on these variables. However, a significant interaction effect of system and socioeconomic status was found for the number of new teachers in the school. In the

State Religious system a significantly greater number of new teachers are found in schools with low socioeconomic status than middle or high socioeconomic status, whereas in the State and Arab systems a significantly greater number of new teachers are found in mixed or middle socioeconomic status schools than in high socioeconomic status schools.

TABLE 3.9

DISTRIBUTION OF SCHOOLS BY ECONOMIC STATUS OF STUDENT BODY AND SYSTEM

Economic Level	System								
	State		State Religious		Arab		Druse		Total
	N	%	N	%	N	%	N	%	N
High to High Middle	14	29.2	8	29.6	2	12.5	0	0	24
Middle to Low Middle	29	60.4	18	66.7	14	87.5	4	100	65
Low	5	10.4	1	3.7	0	0	0	0	6
Total	48	50.5	27	28.4	16	16.8	4	4.2	95

Note: $\chi^2 = 7.26$ Df = 6 p = NS

Organization of Learners and School Day

A common pattern of organization of learners and the school day mark our sample of schools. Ninety percent of schools organized the school day into an hourly schedule marked by the ringing of a bell. Only 4 percent (4 schools) reported hourly scheduling without a bell and two schools reported a flexible schedule or integrated day. In 81 percent of the schools learners are organized in the traditional pattern of single age-grade structure. Only 19 percent of the schools reported using any form of multi-age groupings of learners.

The only difference among schools found in this area was in the length of the school day. Over half the schools in the sample reported having a long school day.

Characteristics of the Teachers Sample

The teacher's questionnaire asked teachers to report background characteristics and job status within their schools. Between 5 and 19 percent of the sample refused to respond to these questions. Those who explained their refusal feared that they could be identified by such revelations or expressed basic opposition to the gathering of such information in questionnaires. They expressed the opinion that previous researchers who had promised them anonymity had not kept their promise.

Teachers were asked to report if they filled additional roles in the school organization besides class teaching. Table 3.10 presents the distribution of the sample according to their roles in the schools. These finding show that 47 percent of the teachers filled roles of administration and coordination in addition to that of a classroom teacher within the organization. Literature on organizational diagnosis (Harrison, 1987) indicates that a more valid picture of school life emerges from including respondents with different positions in the organization.

TABLE 3.10

DISTRIBUTION OF TEACHERS IN SAMPLE BY ROLES

Role	N	%
Teacher	608	48
Principal	51	4
Counselor	24	2
Administrative Team	62	5
Subject Coordinator	223	18
Grade and Function Coordinator	223	18
Special Education	49	4
Other functions (Rabbi, Informal ed., Staff development)	23	2
Total	1263	100

Table 3.11 presents the distribution of the sample by subject taught and grade level groups (1-3, 4-6, 7-9, 10-12). A fairly equal distribution of four grade level categories is evident in the sample. However, the distribution of subjects by grade level is significantly different than expected by chance. These differences reflect the different distribution of subject emphases at different grade levels and administration procedures which emphasized collecting the questionnaires from teachers of mathematics, social studies, Bible studies, language and literature.

Characteristics of Teachers' Sample by System and School Level

The educational background (years of education and highest academic degree), number of years of teaching experience, number of years of teaching in present school, residence, and gender of the school faculty contribute to the development of the culture of a school. To explore commonalities and differences among schools in our sample, a two-way analysis of variance by system and school level was performed on the first three variables and chi square tests were performed on the latter variables.

Significant differences among teachers in different levels of the system on all variables were found. Tables 3.12 and 3.13 present the means and standard deviation for these variables by system and by school level. The findings show that the higher the school level, the higher the level of education of the teacher and the longer his or her teaching experience in general and in his or her present school. On the average, teachers from different systems do not differ significantly in the academic degrees earned, years of teaching experience, and years of teaching in the school under study. However, significant interaction effects between system and school level were found on all these variables. The interaction effects indicate that Arab teachers in high schools and elementary schools have more years of education than Druse teachers and are equivalent in years of education at these levels to Jewish State school teachers. Only Arab junior high teachers have significantly lower years of schooling than teachers in other systems. With regard to years of teaching in the present school, Arab and Druse teachers in elementary schools have taught significantly longer in their present school than Jewish sector teachers. On the junior high level, teachers in the Jewish sector and Druse teachers have taught significantly longer in their present schools than their Arab counterparts. In contrast, on high school level Druse teachers have taught the fewest years in their present school as compared to other systems.

Teachers from different systems do differ significantly in their number of years of education. On the average, teachers from the Arab sector have had fewer years of education than other sectors, whereas teachers from the State Religious system have the greatest number of years of education.

TABLE 3.11

DISTRIBUTION OF TEACHER RESPONDENTS BY SUBJECT TAUGHT AND GRADE LEVEL

	GRADE									
	1-3		4-6		7-9		10-12		Total	
Subject	N	%	N	%	N	%	N	%	N	%
Math	35	24	54	37	27	18	30	21	146	15
Social studies	11	9	19	16	31	27	56	48	117	12
Jewish studies	41	23	64	36	39	22	33	19	177	19
Hebrew	58	37	38	24	31	20	31	20	158	16
Vocational	8	18	5	11	4	9	27	61	44	5
Foreign language	11	14	17	21	22	28	30	38	80	8
Science	12	17	8	11	26	37	24	34	70	7
Arts	4	24	5	29	3	18	5	29	17	2
Technology	1	5	1	5	5	24	14	66	21	2
Special subject	22	45	12	24	9	18	6	12	49	5
Christianity/ Islam	2	67	0	0	0	0	1	33	3	.3
Arabic	23	33	22	31	13	19	12	17	70	7
Physical ed.	3	14	8	38	4	19	6	29	21	2
Total	231	23.7	253	26.0	214	22.0	275	28.0	973	100

Note: $\chi^2 = 162.88$ Df = 36 $p < .001$

TABLE 3.12

MEANS AND STANDARD DEVIATIONS OF TEACHERS' EDUCATION AND EXPERIENCE BY SYSTEM

	System							
	State		State Religious		Arab		Druse	
Variable	x	sd	x	sd	x	sd	x	sd
Years of education	15.91	1.8	16.27	2.6	14.92	1.6	15.35	2.0
Degree level	4.19	1.3	4.29	1.3	4.03	1.3	4.57	1.2
Teaching experience	12.89	8.1	14.00	8.2	13.92	8.1	11.60	7.1
Years in school	7.61	6.3	7.62	6.2	9.07	6.7	9.41	6.7

TABLE 3.13

MEANS AND STANDARD DEVIATIONS OF TEACHERS' EDUCATION AND EXPERIENCE BY SCHOOL LEVEL

	School Level					
	Elementary		Junior High		High School	
Variable	x	sd	x	sd	x	sd
Years of education	15.15	1.7	16.28	1.7	16.60	2.2
Degree level	3.53	1.0	4.78	1.3	4.95	1.1
Teaching experience	12.98	8.0	11.90	7.8	14.86	8.2
Years in school	7.63	6.3	7.45	5.1	8.56	6.8

Table 3.14 shows the distribution of teachers in the sample by system, school level, and gender. For the State, State Religious and Arab systems, the distribution of male and female teachers among the three levels of schooling is significantly different than expected by chance. The proportion of male teachers at the high school level is significantly greater than the lower levels of schooling in all cases. This distribution parallels the distribution reported above for the total population of teachers in the schools sampled. In addition, there is a significant difference among systems in the proportion of male to female teachers. A higher proportion of male teachers is found in minority schools than Jewish schools.

Characteristics of the Pupil Sample

Pupils were asked to report their country of birth, their father's and mother's country of origin, and their year of immigration to Israel, if they were not born in Israel. Tables 3.15, 3.16, and 3.17 present the distribution of pupils for each grade level by system and country of birth. Chi square tests were found to be significant for each grade level. The key distinctions are found between the Jewish and minority sectors. Almost all pupils in the minority sectors were born in Israel, whereas about 8 percent of the Jewish students were born abroad and are immigrants to Israel. Table 3.18 highlights the differences in the country of origin of new immigrants in the State and State Religious systems. Sixty-three percent of the new immigrants in our sample of schools in the State system originate from Russia, whereas only 28 percent of new immigrants in our sample of schools in the State Religious system are from Russia. Twenty-nine percent of new immigrants in the State Religious system are Ethiopian and no Ethiopian new immigrants are found in our sample of the State system. These distributions reflect the new immigrants' choice of the education system that is closest to their cultural background. Russian immigrants are generally not-religious, whereas Ethiopian immigrants are religious.

TABLE 3.14

DISTRIBUTION OF TEACHER RESPONDENTS BY SYSTEM, SCHOOL LEVEL, AND GENDER

School Levels	System									
	State		State Religious		Arab		Druse		Total	
	M	F	M	F	M	F	M	F	M	F
Elementary: - n	6	303	27	130	55	66	18	11	106	510
- %	1.9	98.1	17.2	82.8	44.5	54.6	62.1	37.9	17.2	82.8
Junior High: - n	7	76	9	14	12	4	13	8	41	102
- %	8.4	91.6	39.1	60.9	75.0	25.0	61.9	38.1	28.7	71.3
High School: - n	55	184	38	76	43	8	15	3	151	271
- %	23.0	77.0	33.3	66.7	84.3	15.7	83.3	16.7	35.8	64.2
Total: - n	68	583	74	220	110	78	46	22	298	883
- %	10.8	89.2	25.2	74.8	58.5	41.5	67.7	32.4	25.2	74.8

TABLE 3.15

DISTRIBUTION OF 6TH GRADERS BY SYSTEM AND COUNTRY OF BIRTH

	Country of Birth							
System	Israel	W. Eur. & N.Am.	S.Am.	Russia	E. Eur.	N. Afr. & Asia	Ethiopia	Total
State: - n	1501	32	8	105	9	2	1	1658
- %	90.5	1.9	0.5	6.3	0.5	0.1	0.1	56.2
State Religious: - n	643	18	0	18	0	3	24	706
- %	91.1	2.6	0	2.6	0	0.4	3.4	23.9
Arab: - n	423	0	0	0	0	2	0	425
- %	99.5	0	0	0	0	0.5	0	14.4
Druse: - n	161	2	0	0	0	0	0	163
-%	98.8	1.2	0	0	0	0	0	5.5
Total: - n	2728	52	8	123	9	7	25	2952
- %	92.4	1.8	0.3	4.2	0.3	0.2	0.9	100.0

Note: $\chi^2 = 149.97$ Df = 18 $p < .0001$

TABLE 3.16

DISTRIBUTION OF 8TH GRADERS BY SYSTEM AND COUNTRY OF BIRTH

System	Country of Birth							
	Israel	W. Eur. & N.Am.	S.Am.	Russia	E. Eur.	N. Afr. & Asia	Ethiopia	Total
State: - n	942	34	13	65	12	6	0	1072
- %	87.9	3.2	1.2	6.1	1.1	0.6	0	53.4
State Religious: - n	518	27	3	18	5	5	8	584
- %	88.7	4.6	0.5	3.1	0.9	0.9	1.4	29.1
Arab: - n	217	1	0	0	0	0	0	218
- %	99.5	0.5	0	0	0	0	0	10.9
Druse: - n	133	0	0	0	0	0	0	133
-%	100.0	0	0	0	0	0	0	6.6
Total: - n	1810	62	16	83	17	11	8	2007
- %	90.2	3.1	0.8	4.1	0.9	0.6	0.4	100.0

Note: $\chi^2 = 75.55$ Df = 18 $p < .0001$

TABLE 3.17

DISTRIBUTION OF 11TH GRADERS BY SYSTEM AND COUNTRY OF BIRTH

	Country of Birth							
System	Israel	W. Eur. & N.Am.	S.Am.	Russia	E. Eur.	N. Afr. & Asia	Ethiopia	Total
State: - n	1505	36	9	43	8	9	0	1610
- %	93.5	2.2	0.6	2.7	0.5	0.6	0	54.8
State Religious: - n	599	40	5	19	2	14	31	710
- %	84.4	5.6	0.7	2.7	0.3	2.0	4.4	24.2
Arab: - n	517	6	0	0	0	1	0	524
- %	98.7	1.2	0	0	0	0.2	0	17.8
Druse: - n	96	0	0	0	0	0	0	96
- %	100.0	0	0	0	0	0	0	3.3
Total: - n	2717	82	14	62	10	24	31	2940
- %	92.4	2.8	0.5	2.1	0.3	0.8	1.1	100.0

Note: $\chi^2 = 175.56$ Df = 18 $p < .0001$

TABLE 3.18

NEW IMMIGRANTS BY COUNTRY OF BIRTH — STATE AND STATE RELIGIOUS SYSTEMS

System	Country of Birth							
	Israel	W. Eur. & N.Am.	S.Am.	Russia	E. Eur.	N. Afr. & Asia	Ethiopia	Total
State: - n	2	61	19	193	23	7	0	305
- %	0.7	20.0	6.2	63.3	7.5	2.3	0	63
State Religious: - n	0	52	4	50	5	14	51	176
- %	0	29.6	2.3	28.4	2.8	8.0	29.0	37
Total: - n	2	113	22	243	28	21	51	481
- %	.4	23.0	5.0	51.0	6.0	4.0	11.0	100.0

Appendix Tables A3.1 to A3.6 show the distribution of the pupil sample by education system and father's and mother's country or continent of origin. The significant differences found between Jewish and minority sectors reappear in these tables for the eighth and eleventh grade pupils. Forty-five percent of Druse sixth grade pupils in our sample reported that their mother and father were from Syria. These pupils attended an elementary school in the Golan region.

A comparison of the distribution of country of origin of State and State Religious pupils' parents reveals significant differences at each grade level. Parents from South America, Russia, and Eastern Europe are more prevalent in the State system, whereas parents of North African origin or Ethiopian origin are more prevalent in the State Religious system. A minority of the parents of eighth and eleventh graders were born in Israel. The majority immigrated to Israel. However, more parents of pupils in the State system were born in Israel than those in the State Religious system.

These findings attest to the distinctive latent cultural characteristics of the student bodies in different education systems.

Research Instruments

Overall Design of Questionnaires and Interview Schedules

Four instruments were constructed to measure principals', teachers', pupils', and parents' perspectives about the present school curriculum and the desired or ideal school curriculum: structured interview schedules for the principals and parents, and questionnaires for teachers and pupils. These instruments were designed to provide information about seven major components of school curriculum: educational goals and policy, teaching methods, informal educational activities, evaluation methods, contents of curriculum, and organizational life. School curriculum may be analyzed from the perspective of the school as a whole and from the perspective of the aggregate experience of the curriculum in the classroom. The principal, teacher, and pupil have objectively different degrees of access to information about these macro and micro levels of curriculum. Of the three statuses, the principal has access to more information about the school as a whole than the individual classroom. The teacher has access to a less comprehensive picture of the whole school than the principal, but has knowledge of the intimacies of the micro-level of the classroom unavailable to the principal. The pupil has a more limited knowledge of the curriculum in the school as a whole and is most aware of his or her experience of the school curriculum at the classroom level. Following this rationale, research instruments were designed for each status with a balance of macro and micro levels of analysis to match the objective position of each status in the system.

In addition this investigation used an interpretive or a phenomenological framework of analysis which asserts that different statuses in a system can develop different interpretations of the same social phenomena. Therefore, questionnaires and interview schedules were composed of a series of identical questions about different aspects of the curriculum in order to reveal these interpretations of reality. The principal and teacher's instruments are composed of identical questions regarding all components of the curriculum at the macro level of analysis. However, the pupil's questionnaire included only one of these components — school goals. The teacher's and pupil's questionnaires are composed of an identical sub-questionnaire about the actual and desired classroom environment to reveal their perspectives on the curriculum at the micro level of analysis. The parent's interview schedule contains a sub-set of questions about the curriculum at the macro level of analysis that is identical to those of principal's and teacher's instruments and a sub-set of questions about the classroom enviornment that is identical to the pupil's and teacher's questionnaires. Each of the instruments are described below.

The Principal's Interview Schedule

The principal's interview schedule included seventy-two open and closed questions about the nature of the present school curriculum, the process of curriculum development and decision-making in the school, the principal's evaluation of the present curriculum, his or her opinions about the desired school curriculum, and the rationale or explanations of some of those perspectives and opinions. Part of the questionnaire is based on closed format survey questions used in previous research on school curriculum in Israel and abroad (Overman, 1979, 1980; Sirotnik, 1981; Bennet, 1976; Harrison and Glaubman, 1986). The rest of the questionnaire was developed explicitly for this research.

The content validity of the interview was assess by two independent judges familiar with the theoretical background of the study. All items used in the schedule were ranked as appropriate measures of the variables of the study.

Open-ended questions were content analyzed. Once the coding framework was established for each open-ended question, the questions were coded by trained college students. Inter-coder reliability reached 85 percent.

Interval level closed format questions were factor analyzed where appropriate. A number of indices were constructed as measures of aggregated variables based on the results of this analysis.

The Teacher's Questionnaire

The teacher's questionnaire is composed of two sub-questionnaires. The first sub-questionnaire is identical to questions in the principal's interview about perception of the actual and desired components of school curriculum: educational priorities, teaching methods, evaluation criteria, organization of learners, informal education, development of curriculum, and curriculum decision-making. These questions, as mentioned above, are based in part on a number of previous studies (Overman, 1979, 1980; Sirotnik, 1981; Bennet, 1976; Harrison and Glaubman, 1986). The second sub-questionnaire consists of a questionnaire about the actual and preferred classroom environment which measures nine dimensions of classroom environment: personalization, participation, teacher control, investigation, differentiation, affiliation, competition, evaluation, and innovation. The classroom environment questionnaire was adapted from two classroom environment instruments: the Classroom Environment Scale (Moos and Trickett, 1974) and the short form of the Individualized Classroom Environment questionnaire (Fraser, 1986), each of which is comprised of scales measuring some of these dimensions. Both of these instruments have been used in many studies of classroom environments and found to be valid. In addition, teachers were asked a series of questions about their professional background and roles in school life.

The content validity of the teacher's questionnaire was assessed by two judges familiar with the theoretical background of the study. They agreed that the questionnaire items had a high degree of validity as measures for variables in the study.

The classroom environment questionnaire was analyzed initially by factor analysis. The factors found were similar but not identical to the original design of the instrument. However, internal consistency of the items measuring original indices as measured by the Alpha coefficient (Cronbach, 1951) was found to be sufficiently high for six out of nine of the indices. These indices formed the bases of analysis of this questionnaire.

Factor analysis of the first sub-questionnaire led to the construction of a number of indices measuring such variables as small group and individualized instruction, sex differentiation of the curriculum, parent involvement in school life, types of disciplinary methods, educational policy formation, and the frequency of informal education activities.

The Pupil's Questionnaire

Two versions of the pupil's questionnaire were used in this study: a full length questionnaire for eighth and eleventh graders and a shortened version for sixth graders. Both versions contained identical questions about gender, country of origin of pupil and parents, participation in informal education activities, parent participation in school life, feelings of affiliation to the school and to fellow pupils, the main goal emphasized by teachers, the pupil's opinion about the main goal that should be emphasized by teachers, and the actual and preferred classroom environment. The full version for eighth and eleventh graders included addition questions about subjects studied this year, the three subjects most important in their teachers' eyes, the three subjects most important in the pupils' eyes, and additional questions about the degree of teachers' emphasis of different school goals and the pupils' desired degree of emphasis of these goals.

The measures of pupil participation in informal activities, school goal emphases, and subject emphases were based on questionnaires developed by Goodlad, Overman and Sirotnik (Overman, 1979, 1980; Sirotnik, 1981). The actual and preferred classroom environment questionnaire included in eighth and eleventh graders' questionnaires is identical to that used in the teachers' questionnaire as described above. This questionnaire was pre-tested and found too long and difficult for primary school pupils. Therefore, a shortened and simplified version of this questionnaire was constructed for sixth graders. The main adaptations were reducing the number of items in the questionnaire from twenty-four to fifteen and simplifying the response format from a four-point scale to a two-point scale.

Factor analysis of the pupil's classroom environment questionnaire did not allocate questionnaire items into the original dimensions. Moreover, the factors found were not identical with those found for teachers' responses. Alpha reliability tests of the original indices were also performed and found insufficient to construct indices according to original guidelines. Consequently, the indices constructed to measure classroom environment for the pupil's questionnaire were based on our factor analysis and as a result differ somewhat from those of the teacher's questionnaire. For the primary level four dimensions were found in factor analysis: openness (which included items measuring personalization, affiliation, investigation, and participation), competition, differentiation, and teacher control. For the secondary level five dimensions were found: positive class climate (which includes items measuring personalization, affiliation, and participation), academic competition, autonomous inquiry learning, traditional teaching, and teacher control.

The Parent's Interview Schedule

The parent's interview schedule is composed of four parts. The first part consists of seventeen closed and open questions about the present curriculum in the child's school and the desired school curriculum in parents' eyes for that school. The questions in this section are identical to some of those in the principal's interview and in the pupil's questionnaire. The second part of the schedule consists of fifteen questions about the existence and nature of "grey education," supplementary instructional programs financed by parents. The third part of the schedule is a shortened version of the actual and preferred classroom environment questionnaire used in the teacher's and pupil's questionnaires. The assumption that guided the construction of this shortened version was that parents would only know about certain aspects of the classroom environment. Therefore ten of the questions which were judged to be appropriate were included in this version. The fourth part of the schedule contains a series of questions which survey parents' opinions about the educational priorities and policies of the Israeli education system.

Translation of questionnaires. Since Arabic is the language of instruction in the Arab and Druse systems, the teacher's and pupil's questionnaire were translated into Arabic. The parent's interview schedule was also translated into Arabic. In addition, due to the large immigration from the former Soviet Union and Ethiopia it was deemed necessary to translate the pupil's questionnaire into Russian and Amharic as well. All questionnaires were translated according to standard procedures of translation and testing for reliability of translation. However, during the course of the study a few problems emerged with the translations because of the connotations of certain words which have multiple meanings and associations in different populations.

Classroom Observation Instrument and Teacher Interview

The class observation instrument used in this study was adapted from the Classroom Observation Instrument designed for "A Study of Schooling (Giensen and Sirotnik, 1979; Sirotnik, 1981) to suit the Israeli context and the goals of this study. It consisted of five sections: a physical environment inventory, a daily summary of available space and materials and student and teacher decision-making processes, a classroom snapshot of interactions and classroom activities during ten-minute intervals, a summary of the nature of relationships and involvement in learning, and open-ended descriptions of the contents of the curriculum in class interactions during ten-minute intervals. The physical environment inventory was designed to record the architectural arrangement of the classroom, seating and grouping patterns, furnishings, materials and equipment. The daily summary provided an overview of the number of pupils per class, subjects studied, and decision-making processes in evidence by pupils and teachers. The classroom snapshot provided information about what each adult and pupil in the classroom was doing, the size of pupil groups (if any), and the nature of the activities in progress. The adaptation used for this study was extending the time allocated for recording the snapshot from five minutes to ten minutes. The summary of the nature of relationships in the classroom was based on items from the Classroom Environment Scale (Moos and Tricket, 1974) used in the teacher's and pupil's questionnaire. These variables did not appear in the "Study of Schooling" Classroom Observation Instrument and were deemed important to include in our observations. The open-ended descriptions of curriculum content were added in order to assess possible differences in the goals and contents of learning among schools. This section was content analyzed by two experts, educators and members of education faculties in Israel. The inter-coder reliability reached 90 percent.

Six graduate students in education and the social sciences were trained to use the observation instrument using video tapes of classroom interactions. Inter-rater reliability reached 85 percent.

After each class observation the observer conducted a short structured interview with the teacher in order to understand the teacher's perspective about the goals, contents, activities, decision-making processes, pupil involvement in the lesson, and context of the class lesson. Responses to this interview were content analyzed by the two educational experts and provided additional measures of class characteristics.

Factor analyses of the data gathered found that teachers' and observers' perspectives differed about the goals and contents of the observed lessons. Therefore, separate measures of these variables were used in our analysis.

Procedure

This study was implemented in four phases: (1) the selection and training of research staff and pre-test of research instruments, (2) data collection, (3) data analysis, and (4) feedback to schools. During the first phase of the study two levels of staff were selected to be members of the research staff. The senior research staff was responsible for data collection management of sample schools and for interviewing principals, administering the teacher's questionnaire, and organizing the administration of the pupil's questionnaire. The lower level staff members were responsible for the administration of the pupil's questionnaire. The senior staff consisted of masters or doctoral students, whereas the lower level staff consisted of students studying for their first degree. Selection of research staff was guided by the principle of having a research team composed of personnel with ethnic and religious characteristics similar to the populations of the sampled schools. This guideline was deemed important for the establishment of trust and optimal communication between researchers and school members. We were successful in implementing this guideline. The research team included Jewish non-religious, Jewish religious, Arab and Druse staff members. All staff members were trained to fulfill their roles in the research team.

During the first phase of research the research instruments were pretested in three schools in the Jewish sector and two schools in the Arab sector. As a result of these trials and feedback from subjects, the research instruments were revised in order to make the phraseology of questions more understandable and to shorten the instruments which were deemed too time-consuming. Revision of the pupil's questionnaire was more drastic than other instruments. Pretests in the sixth grade indicated that the majority of pupils would not be able to respond to the long form of the questionnaire in the time allocated and that Arab sixth graders had difficulty responding to more complicated questions. Consequently, a separate questionnaire was constructed for the sixth graders.

During the second phase of the study, data collection was carried out over a seven month period. Data collection occurred in four stages over this period. First, the principal of each school was interviewed. Second, the pupil's questionnaire was administered. Third, the teacher's questionnaire was administered and classroom observations were conducted. Last, parents were interviewed.

The principal's interview took place in the school at a time designated by the principal as convenient for him or her. Principals were asked to set aside an hour and a half for the interview. However, in many cases the interview took two hours or more because of constant interruptions. Our intention was completing the interview in one sitting. However, in a few cases the interview had to be divided into two sittings. Interviewers read the interviewee all questions and wrote down the interviewee's responses, checking the nature of the accuracy of the recording of comments by reading back responses as the interview proceeded. When a closed format response was required, the subject was shown the scale and asked to chose one option as his or her response.

The pupil's questionnaire was administered to the sample classes during one class period designated for this purpose by the principal. Research assistants were told to ask teachers to leave the class during the administration of the questionnaire so that pupils could express themselves freely. This procedure was not implemented in certain cases when the teacher or principal objected to leaving a class under the care of the assistant without their formal supervision. In such cases teachers were asked to let the assistant administer the questionnaire without the teacher's intervention. Research assistants explained the purpose of the investigation to the pupils and how to answer the questionnaire before administering the questionnaire. For the most part pupils cooperated fully and seemed pleased with being given the opportunity to express their opinions. Many of the high school pupils inquired earnestly as to whether their voices would be heard and improvements would be made in their schools.

It was our intention to administer the teacher's questionnaire in a group meeting. For the most part principals were unwilling to agree to the allocation of an hour of staff meeting time to data collection. Cooperation was obtained primarily from elementary school principals who valued the possibility of their school's receiving feedback. Most principals were only willing to allocate the few minutes required to explain the purpose of the study and how to fill out the questionnaire as well as the distribution to the teachers. Therefore, in the majority of cases, the teacher's questionnaire was distributed with an explanation at a staff meeting and teachers were asked to return their questionnaires in a week's time to a questionnaire return box set up in the teachers' room.

The administration of the teacher's questionnaire was impaired by the fact that it took place during the months of January through April when the teachers' union had declared work sanctions against their employers due to a conflict over salaries. The teachers' union issued guidelines to its members advising not doing any voluntary extra assignments including those related to research. The response rate among elementary school teachers was also affected by dissatisfaction and alienation felt with regard to contacts with outside evaluators and researchers. The administration of the teacher's questionnaire also corresponded with the publication in the press of the results of achievement assessments. It should be noted that no specific incentive was given to teachers for filling out the questionnaire other than receiving feedback about the perspectives of members of the school on school curriculum. These factors produced a low response rate and required in some cases readministration of the questionnaire at different time periods.

Observations of class lessons took place during the second semester of the school year after agreement had been obtained from the schools and teachers. One or two observers were assigned to each school, depending on the number of classes included in our study. Each observer visited the assigned school between three and four times during this period. The visits were arranged in advance so that the observer could be assured that the classes in the subjects under investigation would be held on the day of the observation.

During the last month of the school year and the beginning of the summer vacation parents were interviewed individually in their homes. This stage of the data collection took the longest amount of time relative to the number of subjects because of the problem of scheduling appointments with parents. Generally, parents responded favorably to being interviewed.

Data analysis was divided into two stages: data analysis for the purpose of providing feedback to schools and general data analysis for research reports. It was decided to provide feedback about pupils' perspectives of school curriculum during the first months of the following school year so that the school could respond in some concrete way to these findings. Therefore, pupil data were aggregated for each school and a summary of key findings was sent to each school. During the second phase the data was analyzed for the total sample.

PART II:

UNITY AND DIVERSITY OF CULTURE AND CURRICULUM IN THE ISRAELI EDUCATION SYSTEM TODAY

Chapter 4

The Formal Curriculum

The formal curriculum consists of the components of the curriculum that are documented in policy statements, curriculum guides, school curriculum schedules, curriculum materials, or that are espoused by official representatives of the system. The focal point of the formal curriculum is often thought to be the knowledge or content of curriculum.

Our study of the formal curriculum of the Israeli school system analyzed two levels of the formal curriculum: the institutional level and individual school level. The formal curriculum at the institutional level is represented by the official syllabi for required courses of instruction and recommended hours of instruction in required subjects. These syllabi outline the goals of instruction, the number of hours of instruction, the topics to be taught, and advise the teacher about the recommended teaching methods, activities and evaluation procedures for the subject. The official syllabi for three subject fields which represent a cross-section of cultural knowledge areas were analyzed for this study: language and literature instruction in Hebrew and Arabic, social studies, and mathematics. At the level of the school we focused on the content or knowledge included in the official school curriculum as reflected in the course schedules for the grades sampled in our study, reports of post-primary pupils of the study program for the year, and reports of the principal about special curriculum programs.

In this chapter we present an analysis of the extent and the nature of the unity and diversity in the present formal curriculum of the Israeli public education system. We identify those characteristics of the formal curriculum held in common by the State, State Religious, Arab, and Druse systems and those characteristics which vary among these systems. We examine the similarities and differences in the formal curricula of elementary, junior, and senior high schools. In addition, we investigate the differences in the formal curricula of elementary and high schools which espouse different educational or curriculum orientations.

Official Syllabi of the Education System

The Ministry of Education prepares syllabi and recommendations of hours of instruction in different subjects for all sub-systems of the State educational system. Each of the four educational sub-systems, State, State Religious, Arab, and Druse decide whether to join with other sub-systems in the definition of the syllabi and hours of instruction. In 1989, curricula for the Jewish and minority systems were produced and published separately for the elementary and middle grades and for some of the subjects in the high school. The Druse system was in the process of differentiating curriculum requirements and syllabi from the Arab sector and specialists were writing syllabi for the first time. Arab syllabi are produced only in Arabic and syllabi for the Jewish sector are written in Hebrew.

Analysis of the syllabi listed for the State and State Religious systems by the Israeli Curriculum Development Center shows that the State and State Religious systems share identical syllabi for four subjects at all grade levels: geography, mathematics, English, and the sciences. The number of subjects for which the State and State Religious systems have chosen to write separate syllabi is greatest at the high school level, next greatest on the elementary level, and least for the middle school. Their syllabi differ on all school levels for Bible, oral law, literature, history and the arts.

An additional type of differentiation of official curricula is found for State and State Religious high schools. These systems have differentiated the curricula for academic and vocational tracks in the subjects of Bible, history, citizenship, and literature.

A Comparison of Syllabi in Mathematics, Social Studies, and Literature of State, State Religious, and Arab Systems

To examine the similarities and differences in the educational objectives, contents, teaching methods, and evaluation methods of the formal curriculum of the three major educational systems and the three levels of schooling, we analyzed official syllabi for three subjects which are taught in all the grades in our study and all three systems: mathematics, history and literature (Hebrew in the Jewish sector and Arabic in the Arab sector).

Three aspects of the educational objectives outlined in each syllabi were identified: the type of objective, the level of the cognition objectives, and the contents of the objectives. Joyce and Weill (1980) classify educational objectives into three domains: social, personal, and academic. Social objectives are those aimed at developing the pupil's social values, attitudes, skills, and behaviors. Personal objectives are those aimed at developing the pupil's general talents, abilities, feelings and interests. Academic objectives are those aimed at developing intellectual skills and knowledge in specific areas of knowledge or disciplines. Joyce and Weill's typology was used to classify the types of objectives in each syllabus and determine which types are emphasized. Bloom's (1959) taxonomy of educational objectives for the cognitive domain was used to classify the levels of cognition emphasized in the academic objectives defined in the syllabi. Each objective's level was identified and the distribution of the number of objectives per level of the taxonomy was assessed to determine the main level of cognition emphasized.

Three aspects of the contents of the curriculum were examined: the proportion of the contents which the school could choose, the framework for organizing content (structure of the discipline or integration with other disciplines), and the nature of the contents. Four levels of choice of content were identified in the syllabi: no choice, limited choice (less than 20 percent), moderate choice (between 20 and 30 percent), and wide choice (over 30 percent).

We also analyzed whether the syllabi prescribed or recommended specific teaching and evaluation methods and the nature of these recommendations.

Table 4.1 presents a summary of the findings from this analysis of the syllabi for mathematics, history, and literature in grades six, eight, and eleven.

Similarities and Differences at Elementary, Junior, and Senior High School Levels

A comparison of the classification of the different variables by grade level shows one striking similarity among the grade levels, the level of cognition emphasized in academic objectives. For the most part all school levels emphasize primarily *lower levels of knowledge and understanding* rather than higher levels of cognition, according to Bloom's taxonomy. Mathematics instruction on all levels also emphasizes application of knowledge. A second similarity among the levels is that teaching methods are not prescribed. References to teaching methods are written as suggestions or recommendations. Thus, the school and teacher are given autonomy to achieve the objectives and contents of the curriculum in ways deemed by them to be pedagogically appropriate.

Differences in the subject syllabi for different school levels are found in the emphasis on different types of objectives, the degree of choice of contents, contents framework, nature of contents, and recommendations for teaching and evaluation methods. The syllabi for the junior and senior high levels primarily emphasize academic objectives, whereas the elementary school syllabi balance academic, personal, and social objectives. The degree of choice allowed the individual school varies in a curvelinear fashion with grade level. Elementary syllabi afford a moderate amount of choice, middle schools no choice, and high schools a limited amount of choice. The organization of the curriculum differs between primary and post-primary levels. Syllabi of two out of three of the subjects on the elementary level propose an integrated approach to curriculum organization, whereas the post-primary curricula are all organized according to the structure of knowledge of the discipline. No clear recommendations for teaching methods appear in high school syllabi, whereas some recommendations appear in elementary and middle schools. Elementary and middle school recommendations emphasize matching the pedagogical approach to the abilities of the pupils. Testing is the evaluation method required for all subjects at the high school level, whereas in the lower grades it is recommended primarily in mathematics.

Similarities and Differences among Educational Systems

Table 4.1 shows that the curricula in State, State Religious, and Arab systems are most similar in mathematics. Curricula in literature and history in the educational systems differ markedly in objectives and contents. These subjects reflect the different cultural orientations of these systems. The social messages of literature are emphasized in the State system primarily in the high school. The contents of these messages are left to the individual teacher or school to define in the elementary or junior high school.

TABLE 4.1

GOALS, CONTENTS, TEACHING AND EVALUATION METHODS IN SYLLABI OF MATHEMATICS, LITERATURE, AND HISTORY BY SYSTEM AND SCHOOL LEVEL

Elementary Level	System								
Elements of Syllabi	State			State Religious			Arab		
	Math	Lit	Hist	Math	Lit	Hist	Math	Lit	Hist
Goal Social # general	0	1	1	0	1	1	1	3	1
specificity	N	N	H	N	L	H	N	N	H
Personal # general	1	2	0	1	2	0	1	4	2
specificity	N	M	N	N	H	N	M	N	M
Academic # general	3	4	2	3	3	2	6	4	3
specificity	M	H	H	M	H	H	N	H	M
Balance of goals	acad	pers + acad	soc + acad	acad	pers + acad	soc + acad	acad	pers + acad	soc + acad
Level	U,A	U	K,U	U,A	U	K,U	U,A	U	U
Contents choice	L	W	M	L	M	M	M	L	N
Orientation	D	I	I	D	I	I	D	I	D
		lang + lit	soc.sci. + arts		lang + lit	Bible		lang + lit	
Teaching methods	R	R	R	R	N	R	R	N	N
Type	frontal + indiv	match indiv	active	frontal + indiv		active	frontal + indiv		
Evaluation	test	var	N	test	exc	N	test	N	N

See key at end of table.

TABLE 4.1 continued

GOALS, CONTENTS, TEACHING AND EVALUATION METHODS IN SYLLABI OF MATHEMATICS, LITERATURE, AND HISTORY BY SYSTEM AND SCHOOL LEVEL

Middle School Level	System								
Elements of Syllabi	State			State Religious			Arab		
	Math	Lit	Hist	Math	Lit	Hist	Math	Lit	Hist
Goal Social # general	0	4	3	0	5	5	1	3	1
specificity	N	L	H	N	N	H	N	N	H
Personal # general	2	4	0	2	4	0	1	4	2
specificity	N	H	N	N	N	N	M	N	M
Academic # general	6	2	5	6	17	5	6	4	3
specificity	N	H	H	N	N.	H	N	H	M
Balance of goals	acad	acad	soc + acad	acad	acad	soc + acad	acad	pers + acad	soc + acad
Level	U,K	U,K	K,U	U,K	K,U	K,U	U,A	U,A	U
Contents choice	L	N	N	N	L	N	M	L	N
Orientation	D	D	D	D	D + relig	D	D	I	D
Teaching methods	R	N	N	R	N	N	R	N	N
Type	match indiv	match indiv		match indiv			frontal + indiv		
Evaluation	N	N	N	N	N	N	test	N	N

TABLE 4.1 continued

GOALS, CONTENTS, TEACHING AND EVALUATION METHODS IN SYLLABI OF MATHEMATICS, LITERATURE, AND HISTORY BY SYSTEM AND SCHOOL LEVEL

High School Level	System								
Elements of Syllabi	State			State Religious			Arab		
	Math	Lit	Hist	Math	Lit	Hist	Lit	Hist	Heb Lit
Goal Social # general	0	2	3	0	2	3	1	1	4
specificity	N	N	H	N	N	H	N	H	N
Personal # general academic	1	5	0	1		0	1	2	0
vocational	3	-	-	3	3				
specificity academic	N	N	N	N		N	N	M	N
vocational	M			M	N				
Academic # general academic	5	11	7	5		5	3	3	2
vocational	2			2	3				
specificity academic	N	N	H	N		H	N	N	3
vocational	H			H	N				
Balance of goals academic	acad	acad	acad	acad		acad	acad	soc + acad	soc
vocational	pers + acad			pers + acad	pers + acad				
Level	U	U,A	K,U	U	U	K,U	U	U,K	U

TABLE 4.1 continued

GOALS, CONTENTS, TEACHING AND EVALUATION METHODS IN SYLLABI OF MATHEMATICS, LITERATURE, AND HISTORY BY SYSTEM AND SCHOOL LEVEL

High School Level continued

Contents choice academic	N	M	M	N	L	L		L	L
vocational	L			L	M				
Orientation	D	D	D	D	D	D		D	IL
Teaching methods academic	N	N	N	N	N	N		N	N
vocational	R			R	N				
Type	match/ group			match/ group					
Evaluation academic	T	T	T	T	T	T		T	N
vocational	N			N	N				

Key: N=none; H=high; M=moderate
soc=social goals; pers=personal goals; acad=academic goals
U=understand; A=analysis; K=knowledge
L=limited; W=wide
D=Disciplinary; I=interdisciplinary
Test=testing; Var=varied methods of evaluation; Exc=exercises;
R=recommended; Indiv=individualized;
Match indiv=matched to individual;
Match/group=matched to group
soc sci=social science
lang=language
IL=Integration of language with knowledge necessary for social absorption

State and State Religious curricula in literature and history on the elementary level are very similar, but begin to diverge in some of their contents and objectives in the middle grades. The differences between the State and State Religious systems are most striking in the history curriculum. The State Religious system's curriculum outlines the religious historical frame of reference in historical objectives and contents of "the hand of God in history," whereas the State history curriculum presents a secular orientation to the subject.

In the Arab system social messages are emphasized at all school levels. Arab literature is used as a vehicle for learning Arab culture and history and identification with the Arab nation. The study of history in the Jewish sector focuses primarily on Jewish and Israeli history and secondarily on general history in high school. The study of history in Arab schools is divided into three areas: Arab history, general history, and Jewish and Israeli history on all grade levels. This means that the Arab pupil is expected to learn a multi-cultural historical background, whereas the Jewish student primarily learns a particularistic Jewish history. These curricula are only similar in the level of their cognitive objectives.

The curricula of the educational systems for elementary and middle grades differ in the types of educational objectives emphasized, the choice and nature of contents, and recommendations for teaching methods. More emphasis is placed on social and personal objectives rather than academic objectives in the teaching of literature and history in the Arab sector than in Jewish systems. The nature of the social objectives in the Arab sector differ from that of the Jewish sector. The elementary school or teacher has more choice of contents in literature and history in the State system than in either the State Religious or Arab systems. The contents of literature and history differ significantly between Arab and Jewish sectors. Recommendations for teaching methods are outlined more specifically in the State and State Religious system than in Arab syllabi. State and State Religious system syllabi recommend matching pedagogical methods to the needs of the learner and using more pupil-centered methods.

More similarities among the systems are found on the high school level in terms of the types of objectives emphasized, level of objectives, teaching methods, and evaluation methods. All the systems focus on academic objectives with lower cognitive levels and use testing as the method of evaluation. Little or no recommendations are given in the syllabi for teaching methods. Differences among systems are found in the specificity of academic objectives, choice of content, and the nature of the content in literature and history. State and State Religious syllabi specify in more detail the specific objectives of the curricula than Arab system syllabi. The State system allows more choice of curricula topics than other systems. The content of the history curriculum focuses on the twentieth century and includes the rise of Zionism and the State of Israel in all of the systems. However, additional topics differ. The State system emphasizes the kibbutzim and the Arab-Israeli conflict. The State Religious system curriculum includes the history of the Jewish people after the destruction of the Temple until the twentieth century, and the Arab curriculum includes the Middle East in the twentieth century. The contents of literature also differ clearly between the Arab and Jewish sectors.

Differentiation of the Curriculum into Academic and Vocational High School Tracks

On the secondary level, the State and State Religious system syllabi for mathematics and history have been differentiated for academic and vocational tracks. The main differences among these curricula are found in the types of objectives emphasized, choice of content, nature of content, and recommended teaching methods. Vocational track syllabi emphasize personal objectives as well as academic objectives, whereas academic track syllabi primarily emphasize academic objectives. Less choice of contents is allowed in the vocational track. The contents emphasized in the vocational track are somewhat different from the academic track in order to relate the subject matter to the "future vocation of the students" and their "interests." For instance, the Arab-Israeli conflict is eliminated from the history curriculum in the Jewish sector. This espoused rationale for topic selection does not seem to have a direct relationship to the topics included in the syllabi. In general this means that topics are less abstract and complex. The syllabi for the vocational track recommends the use of group work as a teaching method as well as matching pedagogical approach to the needs of the learners. This is not true of the academic tracks' syllabi.

Recommended Hours of Instruction in the Educational Systems

In 1990-91, the Ministry of Education recommended a specific number of hours of instruction for required and optional subjects in the basic curriculum for elementary and middle grades in the Jewish sector. However, similar recommendations were not given for the Arab sector. Recommendations for hours of instruction for subjects leading to matriculation in high school were specified for both Jewish and Arab sectors.

The recommended hours of instruction for required and optional subjects for elementary and middle school levels in the State and State Religious systems are shown in Tables 4.2 and 4.3 (Sprinsak and Barr, 1989). A comparison of these recommendations reveals considerable variation in the distribution of hours of instruction between the State and State Religious systems. Since this study focused on the sixth and eighth grades, we will compare the distributions for these grades. In the sixth grade, the State and State Religious systems give equivalent hours of instruction only for mathematics and English. In the eighth grade, equivalent numbers of hours are recommended for Hebrew, mathematics, and physical education. Hours of instruction differ for the rest of the subjects. The main difference in the distribution is a function of the State Religious system devoting more than twice the number of hours of instruction to the teaching of Jewish studies than the State system. Thirty percent of the hours of instruction in the State Religious system are allocated for these studies, whereas 12 percent of the hours are devoted to this area in the State system. In contrast, the State system provided more hours of instruction in all the secular subjects than the State Religious system.

TABLE 4.2
RECOMMENDED HOURS OF INSTRUCTION FOR REQUIRED AND OPTIONAL SUBJECTS IN THE ELEMENTARY GRADES OF STATE AND STATE RELIGIOUS SYSTEMS

	System			
	State		State Religious	
Grades:	5-6	7-8	5-6	7-8
Jewish subjects	+4	+4	9	9
Hebrew	+4	+4	3	3
Math and geometry	+4	+4	4	4
Natural science	+3	+3	2	3
Israeli social studies, geography	+1	+2	2	3
History, citizenship	-	+3	-	-
English	+3	+3	2-3	3
Handcrafts	+3	+4	4	4
Art	+1	+1	General[a]	
Music	+1	+2		
Physical education	+2	+2		
Social education	+1	+		
Jewish subjects			1	1-2
General studies			1	1
Electives	3	3	2	2
Total class hours	30	35	30-31	33-34

Notes: [a] Hours for art, music, physical education, and social education undefined.
+ = Required subjects.

Jewish studies includes Bible, oral law, Jewish traditions (and prayer in the State Religious system); Hebrew includes reading, writing, grammar, and literature; Natural science includes nature studies, environmental studies, and agriculture; Handicrafts include technical arts, home economics, and agriculture; Social education includes values education and developing social behavior, social relations, and social skills; General studies are not defined; Electives include the annual integrated topic defined by the Ministry of Education, field study, independent projects, preparation for family life, and other topics chosen by the school.

The information for this table is taken from Sprinsak and Bar (1989), p. 10.

TABLE 4.3

RECOMMENDED HOURS OF INSTRUCTION FOR 8TH GRADE IN JUNIOR HIGH IN STATE AND STATE RELIGIOUS SYSTEMS

	System			
	State		State Religious	
	Hours	%	Hours	%
Bible, oral law, etc.	4	12	10	28
Hebrew	4	12	4	11
Mathematics	4	12	4	11
Natural science	3	9	3	8
Social studies	5	15	4	11
English & other lang.	6	17	4	11
Arts and crafts	5	15	3	8
Physical education	2	6	2	6
Social education	1	3	2	6
Total class hours	34	100	36	100

Note: The information for this table is taken from Sprinsak and Bar (1989), p. 11.
Social studies includes history, citizenship, geography, and Israeli society; Social education includes values education, developing social relations, social behavior, and social skills.

Curricula for the elementary and middle school levels differ in the degree of freedom given individual schools. The elementary school curriculum assigns on the average 8 percent of its hours in the sixth grade to individual school choice. In the eighth grade this choice is eliminated. State elementary schools are given more choice than elementary schools in the State Religious system.

In the Arab sector the weekly hours of instruction for each subject are determined by the individual school in consultation with its inspector.

The recommended hours of instruction per subject on the senior high level are differentiated according to different types of academic and vocational programs. In each program the required subject's syllabus specifies the number of recommended hours of instruction. Schools choose the types of programs they wish to offer pupils.

The Content of the School Curriculum as Reflected in School Curriculum Schedules

The hours of instruction assigned subjects in the school curriculum reflect the relative importance attached to the learning of different areas of knowledge. Using the weekly school schedule as a unit of analysis, the mean number of classes of instruction per week per grade level is used as a basis for comparing the number of hours of instruction assigned different subjects.

A total of ninety-two subjects were mentioned in the curriculum schedules of our sample. These were classified into seventeen fields of knowledge to gain a more general picture of the relative emphasis of different areas of knowledge.

Similarities and Differences among Educational Systems in the Allocation of Weekly Lessons

Two-way analyses of variance by system and school level were performed on the mean number of lessons per week for each area of knowledge. These statistical analyses were found significant for fourteen out of seventeen fields of knowledge. In all these analyses significant differences among elementary, junior high, and senior high schools were revealed. Thirteen out of fourteen of these analyses show that elementary schools gave significantly fewer weekly lessons than junior and senior high schools. In eight of the subject fields significant differences were found among the systems of education: Hebrew language and literature, foreign language, Arabic, world religions (Islam, Christianity, Druse), development of thinking, physical education and sports, social studies, and Jewish studies. No significant differences among the education systems were found in number of weekly lessons for mathematics, vocational training, sciences, arts and music, computers and technology, personality development, special curricula, education, and special social studies programs. Table 4.4 presents the mean number of weekly lessons by subject field and educational system for the total sample. Table 4.4 shows that Druse and Arab systems assigned more weekly lessons than State and State Religious systems to the study of Hebrew language and literature, Arabic language and literature, and world religions. The teaching of a foreign language (English) received more weekly lessons in Druse schools than in other systems. In State Religious schools the mean number of classes per week in Jewish studies (Bible, etc.) is almost double the number given in the State system and this is much higher than the amount given in Arab or Druse schools. Arab schools provided fewer weekly lessons in physical education and sports than schools in the other systems. Social studies is taught more in State and Arab schools than in State Religious and Druse schools. Lastly, the development of thinking does not appear as a class in Druse schools, whereas it has been introduced to a minor degree in State, Arab, and State Religious systems.

TABLE 4.4

MEAN NUMBER OF LESSONS PER WEEK PER SUBJECT FIELD BY SYSTEM

	System			
Subject field	State	State Religious	Arab	Druse
Mathematics	4.2	4.4	3.9	4.8
Hebrew & lit.	2.4	2.5	3.8	4.3
Vocational	6.3	4.0	7.4	3.7
Foreign lang.	4.1	4.1	3.8	5.0
Sciences	3.1	3.1	2.8	3.2
Arts & Music	2.7	2.3	2.3	1.6
Computers & tech.	3.5	3.4	2.0	4.0
Personality	1.0	1.0	0	0
Special gen. curr.	1.8	3.2	1.5	1.0
Arabic & lit.	2.9	2.5	4.7	4.3
Other religions	1.0	0	2.1	1.4
Dev. thinking	1.6	1.0	1.3	0
Phys. ed & sport	2.0	1.9	1.5	2.2
Social education	1.5	1.2	1.1	1.0
Social studies	2.7	2.4	2.9	2.3
Special social studies	2.0	0	2.3	0
Jewish studies	2.7	4.9	1.7	2.0

Significant interaction effects between system and school level were found for six fields of knowledge: mathematics, Hebrew language and literature, foreign language, sciences, arts and music, and Arabic language and literature. These effects indicate that the relative number of weekly lessons in these fields per school level varies with the education system.

One-way analyses of variance by system per grade level indicate that the number of significant differences among education systems in the number of weekly lessons per subject field decreases gradually from the sixth to the eleventh grades. In the sixth grade significant differences are found in nine fields of study, in the eighth grade in seven fields, whereas in the eleventh grade significant differences are found only in four subject fields. Tables 4.5, 4.6, and 4.7 present the means and standard deviations of number of weekly lessons per subject field by system and grade level. In the sixth grade, significant differences are found in: mathematics, Hebrew, vocational training, foreign language, Arabic, world religions, physical education, social studies, and Jewish studies. Druse schools reported more classes in mathematics than schools in other systems. Arab and Druse schools allocated more weekly lessons than State and State Religious schools to Hebrew language and literature, Arabic language and literature, and world religions. Arab schools gave less instruction in physical education than other systems. State Religious schools provided more instruction in Jewish subjects and practical vocational subjects (e.g., woodwork, handiwork), but less instruction in social studies than schools in the other systems. In the eighth grade, similar patterns of differences among the educational systems are shown for mathematics, Hebrew, Arabic, Jewish studies, and foreign language. The Druse junior high school reported more weekly lessons in physical education than junior high schools in the other systems.

In the eleventh grade, significant differences are only found for mathematics, Hebrew, foreign language, and Jewish studies. The pattern of relative differences remains consistent only for Jewish studies. State and State Religious systems provide significantly more class instruction in mathematics than the Arab system. Significantly more classes per week are devoted to Hebrew and foreign language in the Druse eleventh grade than in eleventh grades of other systems.

In conclusion, these analyses show that the emphasis on mathematics, Hebrew, foreign language, and Jewish subjects differs in the educational systems in all grade levels. Different emphases on Arabic and physical education among the systems are also apparent in the sixth and eighth grades. The teaching of Hebrew and Arabic is more emphasized in Arab and Druse schools than in State and State Religious schools. Druse schools emphasize teaching a foreign language in all grades and mathematics in the lower grades more than other systems. The State Religious system emphasizes teaching Jewish studies.

TABLE 4.5

MEANS AND STANDARD DEVIATIONS OF LESSONS PER WEEK IN SUBJECT FIELDS BY SYSTEM FOR 6TH GRADE

	System							
	State		State Religious		Arab		Druse	
Subject field	x	sd	x	sd	x	sd	x	sd
Mathematics	3.7	1.4	3.5	1.3	4.2	1.2	5.2	0.4
Hebrew & lit.	1.7	0.7	1.9	1.1	3.8	0.7	4.3	1.0
Vocational	2.1	1.6	3.0	1.5	1.9	0.7	1.4	0.5
Foreign lang.	4.2	0.8	3.8	0.7	3.9	0.7	5.4	0.5
Sciences	2.1	0.7	2.2	0.9	2.1	0.7	2.6	0.5
Arts & Music	1.4	0.9	1.5	0.6	1.3	0.6	1.0	0
Computers & tech.	1.2	0.7	1.0	0.4	1.1	0.3	0	0
Personality	0	0	0	0	0	0	0	0
Special gen. curr.	1.2	0.6	0	0	1.5	0	0	0
Arabic & lit.	2.0	0.9	1.2	0.4	5.4	0.7	4.8	0.4
Other religions	0	0	0	0	2.1	0.9	1.0	0
Dev. thinking	0.9	0.3	0	0	1.0	0	0	0
Phys. ed & sport	2.0	0.4	1.7	0.8	1.2	0.5	2.0	0
Social education	1.8	4.2	1.1	0.4	1.3	0.5	0	0
Social studies	1.8	0.5	1.4	0.5	1.7	0.5	1.7	0.3
Special social studies	1.9	1.5	0	0	2.3	0	0	0
Jewish studies	2.8	0.8	4.5	1.7	1.7	1.2	0	0

TABLE 4.6

MEANS AND STANDARD DEVIATIONS OF LESSONS PER WEEK IN SUBJECT FIELDS BY SYSTEM FOR 8TH GRADE

	System							
	State		State Religious		Arab		Druse	
Subject field	x	sd	x	sd	x	sd	x	sd
Mathematics	4.0	0.7	4.0	0.8	4.7	1.3	5.3	0.5
Hebrew & lit.	2.2	1.0	2.5	1.1	4.8	0.4	4.0	0
Vocational	1.7	0.6	1.8	0.9	3.0	0	2.6	1.0
Foreign lang.	3.7	0.5	4.1	0.5	4.4	0.5	5.2	2.2
Sciences	3.0	0.6	2.6	1.4	1.5	0.5	4.0	0
Arts & Music	2.2	1.4	1.6	0.6	1.2	0.6	1.0	0
Computers & tech.	1.5	0.7	1.7	0.5	1.4	0.5	2.0	0
Personality	1.0	0	1.0	0	0	0	0	0
Special gen. curr.	0	0	0	0	0	0	0	0
Arabic & lit.	3.0	1.1	2.4	0.5	5.2	0.8	5.0	0
Other religions	0	0	0	0	2.0	0	1.0	0
Dev. thinking	0	0	0	0	0	0	0	0
Phys. ed & sport	2.1	0.7	1.7	0.5	1.3	0.7	2.6	1.2
Social education	1.4	0.6	1.1	0.2	1.0	0	1.0	0
Social studies	2.3	1.6	1.9	0.6	2.2	0.3	2.0	0
Special social studies	0	0	0	0	0	0	0	0
Jewish studies	2.5	0.8	5.1	1.7	0	0	0	0

TABLE 4.7

MEANS AND STANDARD DEVIATIONS OF LESSONS PER WEEK IN SUBJECT FIELDS BY SYSTEM FOR 11TH GRADE

	System							
	State		State Religious		Arab		Druse	
Subject field	x	sd	x	sd	x	sd	x	sd
Mathematics	4.6	1.3	5.4	1.4	3.6	1.3	4.1	0.9
Hebrew & lit.	3.0	0.8	3.2	1.1	3.6	1.1	4.4	0.9
Vocational	12.3	6.3	9.6	4.7	14.0	8.4	13.5	4.9
Foreign lang.	4.2	0.9	4.4	1.0	3.7	1.5	4.6	1.2
Sciences	4.2	2.4	4.1	1.7	4.7	2.2	2.9	1.3
Arts & Music	5.7	7.0	4.4	5.1	13.0	2.8	6.0	
Computers & tech.	6.3	6.3	6.4	6.1	4.0	1.4	5.6	5.9
Personality	0	0	0	0	0	0	0	0
Special gen. curr.	2.3	1.7	3.2	3.8	0	0	1.0	0
Arabic & lit.	3.0	2.2	3.4	0.9	4.1	0.7	3.4	1.3
Other religions	1.0	0.8	0	0	2.1	1.5	1.9	0.4
Dev. thinking	2.1	0.2	1.0	0	2.0	0	0	0
Phys. ed & sport	1.9	0.6	2.1	1.0	1.8	1.4	1.9	0.3
Social education	1.4	2.3	1.3	0.5	1.0	0	1.0	0
Social studies	3.5	1.4	3.6	1.2	3.8	1.6	2.9	0.4
Special social studies	0	0	0	0	0	0	0	0
Jewish studies	2.8	1.0	5.0	2.3	0	0	2.0	0

One-way analyses of variance by subject field was performed for each grade level in order to examine the subject fields most emphasized in each grade level. Table 4.8 presents the means and standard deviations of number of weekly lessons per subject field by grade level. This table shows a gradual increase in number of weekly lessons from the sixth to the eleventh grades in mathematics, Hebrew, foreign language, sciences, special curricula, social studies and Jewish studies. In the fields of arts and music, computers and technology, and vocational training the major increase in emphasis occurs in the eleventh grade. In contrast, a decrease in emphasis on Arabic and education is apparent from the sixth to eleventh grades.

In sixth grade, four subjects receive significantly more class instruction than other fields: mathematics, Arabic, foreign language, and Jewish studies. In the eighth grade, mathematics, foreign language, and Jewish studies continue to receive significantly more classes of instruction than other subjects. Arabic receives less instruction in the eighth grade than in the sixth, but it receives more emphasis than education, computers and technology, the arts, social studies, and physical education. The sciences receive more emphasis in the eighth grade than in the sixth, but less emphasis than the previously mentioned fields of study. In the eleventh grade, Scheffe tests indicate more differentiation in the emphases placed on instruction in the different fields. The two fields which receive the greatest number of weekly lessons are vocational training, which receives twice to three times the number of lessons as other fields, and computers and technology, which is allocated twice the number of classes as other fields of study. Education (sex education, education, values education) and physical education receive the fewest number of weekly lessons of all subjects, significantly less than Hebrew, Arabic, social sciences, Jewish studies, foreign language, mathematics, and the arts.

School Ideology in the Jewish Sector and Curriculum Content

The religious and political ideology of each school in the Jewish sector of our sample was identified in the principal's interview (see Chapter 5). A range of eleven types of ideologies were identified. Five of these ideologies were found only in the State Religious system and five were found only in the State system. We hypothesized that subject emphases in the curriculum may reflect differences in ideologies within the systems of education. To explore this hypothesis, one-way analysis of variance by ideology was performed on the mean number of weekly lessons in each subject field for each grade level. These statistical analyses indicate significant differences for the sixth grade in five fields: Hebrew, arts and music, physical education, social studies, and Jewish studies. In the eighth grade only three significant differences were found for Hebrew, arts and music, and Jewish studies. In the eleventh grade significant differences were found for mathematics, Hebrew, sciences, arts, special curricula, Arabic, and physical education.

TABLE 4.8

MEANS AND STANDARD DEVIATIONS FOR SUBJECT FIELD BY GRADE

	Grade					
	6		8		11	
Subject field	x	sd	x	sd	x	sd
Mathematics	3.4	1.6	4.1	1.0	4.5	1.4
Hebrew & lit.	1.8	1.1	2.2	1.1	3.1	1.2
Vocational	2.3	1.5	2.0	0.9	11.9	6.7
Foreign lang.	4.1	0.8	3.8	1.0	4.1	1.3
Sciences	2.1	0.8	2.7	1.0	3.8	2.3
Arts & Music	1.4	0.8	1.8	1.2	4.8	5.5
Computers & tech.	1.1	0.6	1.6	0.6	6.4	7.1
Personality	0	0	1.0	0	0	0
Special gen. curr.	1.3	1.1	2.1	0.7	2.3	2.0
Arabic & lit.	4.0	1.9	3.4	1.3	3.5	1.5
Other religions	1.9	0.9	1.4	0.5	1.8	1.2
Dev. thinking	0.9	0.2	0	0	1.9	0.4
Phys. ed & sport	1.8	0.6	2.0	0.8	1.9	1.0
Social education	1.6	3.5	1.3	0.5	1.3	1.8
Social studies	1.7	0.7	2.0	1.6	3.6	2.0
Special social studies	2.0	1.4	2.3	0.8	0	0
Jewish studies	3.5	2.6	3.7	3.0	3.9	3.3

Three primary patterns of ideological differences are apparent in these findings. First, schools propounding a religious nationalist or religious Zionist ideology provided more instruction in Hebrew language and literature and physical education than other schools in the State Religious system. Schools which inculcated an ultra-Orthodox ideology had fewer weekly lessons in Hebrew and social studies than other types of schools. Schools which had an undefined political or religious ideology emphasized social studies instruction in the sixth grade and the sciences, Arabic, and special curricula in the eleventh grade more than schools with other ideologies.

These findings support our hypothesis that the school's religious and political ideology is associated with different subject emphases in the school curriculum. The three ideologies found to discriminate between subject emphases were the religious nationalist, the ultra-Orthodox, and apolitical, undefined religious and political ideology.

Differences among Elementary Schools with Different Educational Orientations

In Chapter 2 we described the growth of diversity in educational orientations in Jewish sector primary schools. Five types of educational orientations were identified: conventional, open or individualized, community, special content, and mixed. We hypothesized that elementary schools with these different educational orientations would emphasize different subjects. However, our findings show that elementary schools in the Jewish sector have very similar curricula and hours of instruction per subject field. The only significant difference found among them is the number of classes per week allocated to arts and music. The community schools provided fewer lessons in arts and music than other types of elementary schools.

Differences between Elementary and Junior High Schools in the Eighth Grade

Two different organizational frameworks for the eighth grade are found in the Israeli education system today: the elementary and junior high school. Do differences exist in their curricula? This question was investigated by two-way analysis of variance of the number of weekly lessons by type school (elementary, junior high) and subject field. This analysis found no significant difference for type school, but significant differences were found for subject field and the interaction of subject field and type school was significant. Table 4.9 presents the means and standard deviations of number of weekly lessons per subject field for elementary and junior high schools. This table shows that junior high schools provide more lessons than elementary schools in the fields of Hebrew, vocational training, the sciences, social studies, world religions, special curricula, and physical education, whereas elementary schools give more lessons in Jewish studies than junior high schools.

TABLE 4.9

MEANS AND STANDARD DEVIATIONS OF LESSONS PER WEEK PER SUBJECT FIELD IN THE 8TH GRADE BY TYPE OF SCHOOL

	Type School			
	Elemementary		Junior High	
Subject field	x	sd	x	sd
Mathematics	3.9	1.6	4.1	0.8
Hebrew & lit.	2.1	1.1	2.4	1.2
Vocational	1.5	0.9	2.3	0.8
Foreign lang.	4.0	0.5	3.8	1.1
Sciences	2.1	1.2	2.9	1.0
Arts & Music	1.1	0.7	1.8	0.6
Computers & tech.	1.7	0.5	1.6	0.6
Personality	1.0	0	1.0	0
Special gen. curr.	1.7	0.5	2.3	0.8
Arabic & lit.	3.4	1.3	3.4	1.3
Other religions	2.0	0	1.2	0.4
Dev. thinking	0	0	0	0
Phys. ed & sport	1.5	0.6	2.3	0.8
Social education	1.2	0.6	1.3	0.5
Social studies	1.7	0.7	2.2	1.9
Special social studies	2.0	0	2.3	0.9
Jewish studies	4.8	4.0	3.0	1.4

Differences in Content Emphases among High Schools

Differences in the curricula of academic, comprehensive, technological, and vocational high schools would be expected as a result of the different Ministry of Education course requirements for academic and vocational tracks. The extent and nature of these differences were investigated through an analysis of the curriculum schedules of the high schools in our sample. Three-way analysis of variance by high school type, system, and subject field on the number of weekly lessons found significant differences among the types of high schools, among the systems, among subjects, and significant interaction effects.

The total number of instructional hours. Different types of high schools provided significantly different total hours of class instruction per week. Vocational and technological school schedules provide more hours of instruction than academic or comprehensive high schools. High schools in the State Religious system provided the most hours of instruction of all education systems. The next highest amount was given by State and Arab systems, whereas the Druse high school provided the least number of class hours of the systems. Different types of high schools provide different amounts of weekly instruction in the different education systems. In the State system, technological high schools provided the most class instruction and the vocational schools the least amount of class instruction. In the State Religious system, the vocational school provided the most hours of instruction and the academic school the least. In the Arab system, the academic high school schedule included the most hours of instruction and the comprehensive high school the least.

Hours of instruction per subject field. To explore and understand the nature of the differences in amounts of weekly instruction per subject field among different types of high schools, one-way analyses of variance by high school type were performed for each field of knowledge. Significant differences were found among types of high schools for mathematics, Hebrew, foreign language, technology and computers, Arabic, development of thinking, and Jewish studies. Table 4.10 presents the mean number of lessons per week for these fields by high school type. Academic schools offered more weekly lessons in mathematics, Hebrew, foreign language, Arabic, and Jewish studies than other types of high schools. Vocational schools provided the least amount of instruction in mathematics, Hebrew, and foreign language, and the most classes in technology and computers. Comprehensive schools provided an equally high number of weekly lessons in Hebrew compared to that of the academic high school and a larger number of lessons in the development of thinking than the academic high school. In the other subjects the number of lessons per week was in between that provided by academic and vocational schools. The findings for technological schools are quite similar to those of the comprehensive school except that the technological schools provide more lessons in technology and Arabic and fewer lessons in Jewish studies than other types of high schools.

The differences among types of high schools within the different educational systems was investigated by two-way analysis of variance by high school type and subject separately for State, State Religious, and Arab systems. For State and State Religious systems, significant differences were found for all sources of variance. For the Arab system, no significant differences were found for high school type or for interaction between subject and high school type. Thus, differences in curriculum of different types of high schools are found only in State and State Religious systems.

TABLE 4.10

MEANS AND STANDARD DEVIATIONS OF LESSONS PER WEEK IN SUBJECT FIELDS BY TYPE HIGH SCHOOL

	Type High School							
	Academic		Comprehensive		Technological		Vocational	
Subject field	x	sd	x	sd	x	sd	x	sd
Mathematics	5.0	1.7	4.6	1.0	4.1	1.1	3.6	2.7
Hebrew & lit.	3.5	1.0	3.4	0.9	2.9	1.0	2.1	1.1
Vocational	7.8	4.9	11.4	6.5	14.5	6.4	9.2	3.5
Foreign lang.	4.4	1.1	4.2	1.1	4.0	1.1	3.0	1.5
Sciences	4.5	2.2	3.5	1.8	5.0	2.4	3.0	2.0
Arts & Music	4.4	4.4	5.0	5.8	11.1	9.5	2.0	0
Computers & tech.	3.6	1.9	5.4	4.9	7.9	7.5	23.0	0
Personality	0	0	0	0	0	0	0	0
Special gen. curr.	3.0	2.7	1.0	0	2.2	1.9	0	0
Arabic & lit.	4.0	1.2	2.8	1.6	4.5	1.0	0	0
Other religions	1.3	0.6	1.7	1.2	2.0	0	0	0
Dev. thinking	1.0	0	2.0	0	2.3	0.4	0	0
Phys. ed & sport	2.1	1.2	1.9	0.7	1.8	0.5	2.5	1.0
Social education	1.2	0.4	1.1	0.3	1.7	3.1	1.5	0.5
Social studies	3.6	1.3	3.8	1.5	3.2	1.2	3.2	1.6
Special social studies	0	0	0	0	0	0	0	0
Jewish studies	4.3	2.4	3.1	1.1	2.8	1.2	3.3	2.3

Tables 4.11 and 4.12 present the means and standard deviations for the number of weekly lessons per subject field by high school type in these two systems. One-way analysis by high school type for the State system found significant differences in the hours of instruction in five areas of knowledge: mathematics, Hebrew, foreign language, Arabic, and social studies. Vocational schools provided the least number of lessons per week in all these academic areas. Academic high schools included more lessons in their schedules in mathematics and foreign language than other types of high schools. Academic and technological high schools provided more lessons per week in Arabic than comprehensive schools. Comprehensive schools offered more classes per week in social studies than other types of schools.

One-way analyses by high school type for the State Religious system indicate that different high schools provide significantly different amounts of weekly instruction in only two subject fields: vocational training and computers and technology. As would be expected, more weekly instruction in these fields is given in comprehensive and vocational schools than in academic schools.

In summary, differences in the provision of weekly instructional time are found among the four types of high schools. Vocational and technological high schools provide a greater number of instructional hours than academic or comprehensive high schools. Significant differences among high schools were found as well in the number of weekly lessons allocated to seven subject fields. In the basic subjects of mathematics, Hebrew, foreign language, and Arabic, academic high schools provided the most instruction and vocational high schools the least amount of instruction. The differences in the provision of hours of instruction among different types of high schools is most pronounced in the State system.

Courses Studied by Post-Primary Pupils

Pupils in the eighth and eleventh grades were asked to report all the subjects that they were studying during the year of this study. They were presented with a list of twenty-seven subjects or subject fields from which they were asked to mark those they were studying. In addition they were provided with spaces to add subjects that they were studying which were not included in the list. A total of thirty-four subjects and subject fields were cited by pupils in our sample.

TABLE 4.11

MEANS AND STANDARD DEVIATIONS OF LESSONS PER WEEK IN SUBJECT FIELDS IN STATE SYSTEM BY TYPE HIGH SCHOOL

State System	Type High School							
	Academic		Comprehensive		Technological		Vocational	
Subject field	x	sd	x	sd	x	sd	x	sd
Mathematics	5.0	1.7	4.9	0.6	4.3	1.1	1.5	0
Hebrew & lit.	3.5	0.9	3.0	0.4	2.8	0.8	1.0	0
Vocational	0	0	10.6	5.1	14.3	6.8	5.5	0
Foreign lang.	4.6	0.5	4.3	0.8	3.9	1.0	2.0	0
Sciences	4.6	2.3	3.3	2.1	5.0	2.5	1.7	0
Arts & Music	3.8	3.4	4.1	5.5	11.1	9.5	2.0	0
Computers & tech.	1.0	0	4.7	4.1	7.9	7.5	0	0
Personality	0	0	0	0	0	0	0	0
Special gen. curr.	2.8	0.4	0	0	2.2	1.9	0	0
Arabic & lit.	4.4	2.3	1.6	1.6	4.8	1.5	0	0
Other religions	2.0	0	0.4	0	2.0	0	0	0
Dev. thinking	0	0	2.0	0	2.3	0.4	0	0
Phys. ed & sport	2.0	0.5	1.9	0.7	1.9	0.5	0	0
Social education	1.1	0.2	1.1	0.3	1.8	3.4	1.3	0.4
Social studies	3.4	0.7	4.3	1.7	3.1	1.2	1.5	0
Special social studies	0	0	0	0	0	0	0	0
Jewish studies	2.9	0.4	2.9	1.0	2.8	1.2	1.0	0

TABLE 4.12

MEANS AND STANDARD DEVIATIONS OF LESSONS PER WEEK IN SUBJECT FIELDS IN STATE RELIGIOUS SYSTEM BY TYPE HIGH SCHOOL

State Religious System	Type High School					
	Academic		Comprehensive		Vocational	
Subject field	x	sd	x	sd	x	sd
Mathematics	5.5	1.1	4.9	1.5	5.0	2.6
Hebrew & lit.	2.9	1.1	3.4	1.2	2.6	1.0
Vocational	2.5	1.9	11.5	6.1	11.0	2.6
Foreign lang.	4.5	0.7	4.7	0.9	3.5	1.7
Sciences	3.8	1.9	4.1	1.4	3.8	2.4
Arts & Music	2.2	0.8	9.0	9.9	0	0
Computers & tech.	3.2	1.9	10.0	7.0	23.0	0
Personality	0	0	0	0	0	0
Special gen. curr.	3.2	0	0	0	0	0
Arabic & lit.	3.1	1.0	3.0	0	0	0
Other religions	0	0	0	0	0	0
Dev. thinking	1.0	0	0	0	0	0
Phys. ed & sport	1.8	1.0	2.2	1.1	2.5	1.0
Social education	1.5	0.5	1.1	0.3	1.0	0
Social studies	3.1	1.3	3.4	1.3	4.0	1.2
Special social studies	0	0	0	0	0	0
Jewish studies	5.6	2.6	3.9	1.0	4.4	1.9

To assess whether pupils in different systems were studying the same or different subjects and whether study courses were stratified by gender, two-way analysis of variance by system and gender of pupil was performed for each subject. Separate analyses were done for eighth and eleventh graders. The analysis for the eighth grade shows significant differences among educational systems in the number of pupils studying 85 percent of the subjects. It also reveals that in 44 percent of the subjects (N=15) there were significant differences in the number of male and female pupils studying the subject. In addition, interaction effects between educational system and gender were found for 21 percent (10) subjects. For the eleventh grade, a similar number of significant differences were found among education systems to that found in the eighth grade, but the number of subjects found with significant differences in enrollment by gender increases as do the number of significant interaction effects of system and gender. Significant differences among educational systems were found in the number of eleventh graders studying 88 percent of the subjects. Significant differences by gender were found for 68 percent (23) of the subjects and interaction effects were found for 71 percent (24) of the subjects.

In the eighth grade almost all students in our sample reported studying three subjects: English, history, and mathematics. These may be considered the common required subjects in the eighth grade. All the students in the State Religious, Arab, and Druse schools reported studying Hebrew, but only 85 percent of the pupils in the State system reported studying Hebrew. In the eleventh grade only three subjects are reported to be studied by all pupils: English, mathematics, and history. No differences in enrollments among educational systems were found in only four additional subjects: sex education, French, para-professional vocational studies, and music.

The means and standard deviations of the number of pupils reporting studying curriculum subjects for the four educational systems in the eighth and eleventh grades are presented in Tables 4.13 and 4.14 for those subjects with significant variance. From these tables, clear patterns of differences between the curriculum emphases of educational systems are evident. Bible study is required only in Jewish schools. In the eighth grade almost all Jewish pupils report studying Bible, whereas almost no Arab or Druse pupils report studying this subject. In the eleventh grade almost all Jewish pupils study Bible, whereas a minority of pupils study Bible in Arab or Druse schools. Islam is studied primarily by Arab pupils. The majority of Arab pupils reported studying Islam in the eighth grade, but only 20 percent reported studying this subject in the eleventh grade. Druse culture and tradition is studied only in the Druse system. Jewish studies such as Talmud, oral law, and Jewish thought are studied primarily in State Religious schools. A small percentage of pupils study these subjects in the State system as well, whereas no pupils study these subjects in Arab or Druse schools.

Arabic is studied by all pupils in Arab and Druse schools in both grades. In the eighth grade, 70 percent of pupils in State schools report studying Arabic, whereas only 29 percent of the pupils studied Arabic in State Religious schools. In the eleventh grade the study of Arabic in Jewish sector schools virtually disappears. The study of Hebrew also varies among the systems. In the eleventh grade more pupils in Arab and Druse schools study Hebrew than pupils in the Jewish sector schools.

TABLE 4.13

MEANS AND STANDARD DEVIATIONS OF ENROLLMENTS PER SUBJECT IN 8TH GRADE BY SYSTEM

(in percent)

	System							
	State		State Religious		Arab		Druse	
Subject	x	sd	x	sd	x	sd	x	sd
Independent project	17	.38	2	.14	0	0	0	0
National service ed.	0	0	0	0	0	0	0	0
Sex education	6	.24	0	.04	0	0	0	0
English	99	.11	100	.04	100	.07	100	.09
French	9	.28	5	.21	1	.10	0	0
Arabic	70	.46	29	.45	99	.10	99	.09
Hebrew	83	.38	96	.20	99	.10	99	.09
Hebrew lit.	99	.11	95	.21	94	.23	25	.4
Bible	99	.11	96	.19	1	.12	2	.1
Philosophy	1	.01	1	.08	0	.07	1	.1
History	99	.11	99	.09	100	0	99	.1
Citizenship	39	.49	20	.40	4	.19	4	.2
Social science	7	.26	1	.12	7	.25	2	..1
Talmud/Mishnah	7	.25	97	.18	0	0	0	0
Jewish Thought	0	.06	37	.48	0	0	0	0
Islam	6	.23	1	.09	80	.40	2	.1
Druse traditions	0	.04	0	.04	1	.1	97	.2
Oral law	19	.39	53	.50	0	0	0	0

TABLE 4.13 continued

MEANS AND STANDARD DEVIATIONS OF ENROLLMENTS PER SUBJECT IN 8TH GRADE BY SYSTEM

	State		State Religious		Arab		Druse	
	x	sd	x	sd	x	sd	x	sd
Phys. ed.	83	.37	69	.46	88	.32	66	.5
Sport	52	.50	67	.47	0	0	0	0
Math	99	.08	99	.09	100	.07	100	0
Biology	62	.49	54	.50	57	.50	26	.4
Physics	13	.34	24	.43	6	.23	2	.2
Chemistry	28	.45	37	.48	61	.49	3	.18
Computers	30	.46	64	.48	96	.19	27	.4
Technology	4	.19	4	.19	1	.12	2	.2
Nature	56	.50	53	.50	42	.49	89	.3
Arts	37	.48	19	.40	24	.43	58	.5
Practical vocational	17	.38	21	.40	93	.25	81	.4
Service vocational	1	.09	1	.07	0	0	3	.2
Paraprofessional vocational	0	.05	0	.06	0	.07	4	.2
Geography	14	.39	11	.32	0	0	27	.48
Music	6	.25	1	.07	91	.29	1	.09

TABLE 4.14

MEANS AND STANDARD DEVIATIONS OF ENROLLMENTS PER SUBJECT IN 11TH GRADE BY SYSTEM

(in percent)

	System							
	State		State Religious		Arab		Druse	
Subject	x	sd	x	sd	x	sd	x	sd
Independent project	6	.26	1	.08	3	.17	1	.1
National service ed.	0	.05	1	.12	0	0	1	.1
Jewish law/prayer	0	0	6	.23	13	.61	0	0
Sex education	0	.06	0	0	0	0	0	0
English	98	.14	97	.18	100	.04	100	0
French	1	.12	1	.12	0	.04	0	0
Arabic	9	.29	8	.27	100	0	100	0
Hebrew	72	.45	70	.46	100	0	100	0
Hebrew lit.	99	.08	78	.42	76	.43	33	.4
Bible	95	.22	99	.10	27	.44	20	.1
Philosophy	9	.28	6	.24	1	.09	100	0
History	95	.22	97	.17	99	.09	100	0
Citizenship	51	.50	45	.50	73	.44	100	0
Social science	17	.38	14	.34	51	.50	18	.3
Talmud/Mishnah	6	.23	89	.31	0	0	0	0
Jewish Thought	13	.33	51	.50	0	0	0	0
Islam	4	.20	2	.15	21	.41	0	0
Druse traditions	1	.07	0	.07	1	.14	90	.3

TABLE 4.14 continued

MEANS AND STANDARD DEVIATIONS OF ENROLLMENTS PER SUBJECT IN 11TH GRADE BY SYSTEM

	State		State Religious		Arab		Druse	
	x	sd	x	sd	x	sd	x	sd
Oral law	6	.24	62	.49	0	0	0	0
Phys. ed.	87	.33	76	.43	80	.40	72	.5
Sport	39	.49	45	.50	0	.05	0	0
Math	99	.10	98	.14	99	.10	100	0
Biology	19	.39	41	.49	32	.47	32	.5
Physics	26	.44	19	.40	11	.31	36	.5
Chemistry	23	.42	13	.34	34	.48	26	.4
Computers	28	.45	17	.37	10	.30	73	.4
Technology	17	.37	6	.24	1	.11	24	.4
Nature	5	.22	3	.18	2	.14	0	0
Arts	17	.37	8	.27	1	.08	0	0
Practical vocational	13	.33	7	.26	2	.14	0	0
Service vocational	17	.38	6	.23	3	.17	30	.46
Paraprofessional vocational	1	.12	2	.14	2	.12	0	0
Geography	5	.21	1	.08	9	.30	6	.25
Music	1	.10	2	.13	1	.10	0	0

More pupils studied physical education in State and Arab schools than in State Religious and Druse schools. In contrast, sport was the exclusive purview of State and State Religious pupils.

In a number of subjects the relative rate of enrollment of pupils from different educational systems is different in the eighth and eleventh grades. Three out of the eight such subjects will be mentioned: citizenship, vocational training, and biology. In the eighth grade, citizenship was studied by a minority of the pupils in State and State Religious schools and by very few pupils in Arab and Druse schools, whereas in the eleventh grade the majority of Arab and Druse pupils and half the pupils in the Jewish sector studied citizenship. In the eighth grade, enrollment in biology is higher in the State system than other systems, whereas in the eleventh grade it is lower than other systems. In the eighth grade more pupils in Arab and Druse schools reported studying practical vocational courses than pupils in Jewish sector schools, but in the eleventh grade the opposite pattern is evident.

Tables 4.15 and 4.16 present reported subject enrollments for eighth and eleventh graders by gender for those subjects found to have significantly different enrollments by gender. Differentiation of curriculum study by gender increases from eighth to eleventh grades. Patterns established in the eighth grade continue in the eleventh grade in most gender differentiated subjects. Traditionally stereotyped gender differentiation found in most Western nations is reflected in these patterns. The hard sciences, physics, computers and, in the eleventh grade, also mathematics are male-dominated subjects. More male pupils than female participate in physical education and sports. The subjects in the humanities (arts, music, languages and literature) are female-dominated subjects. More female pupils than males are enrolled in these subjects in both eighth and eleventh grades. Jewish studies (Talmud, oral law) and study of the Druse tradition are also differentiated by gender, but this is a function of the distinctive cultural practices of the State Religious and Druse systems and will be discussed below.

In the eleventh grade, gender differentiation is found in additional subjects: social sciences, geography, biology, technology (electronics and robotics), and practical, service and para-professional vocational courses. More female pupils than male pupils were enrolled in the social sciences, biology, and vocational training for service occupations (administration, secretarial), whereas more male pupils were enrolled in technology, practical, and para-professional vocational training.

In the eighth grade, significant interaction effects of systems by gender were found in ten subjects: Arabic, literature, arts, physics, computer science, physical education and sport, practical vocational training, para-professional vocational training, and oral law. In the eleventh grade, interaction effects were found for all the previously mentioned subjects except for Arabic and for an additional fourteen subjects: languages (Hebrew, English), Bible, philosophy, social sciences, Islam, Chemistry, technology, Jewish thought, vocational training in service occupations, geography, and education.

TABLE 4.15

MEANS AND STANDARD DEVIATIONS OF ENROLLMENTS PER SUBJECT IN 8TH GRADE BY GENDER

(in percent)

	Male		Female	
Subject	x	sd	x	sd
Arabic	58	49	69	46
Hebrew language	88	33	91	29
Hebrew literature	91	29	94	23
Druse tradition	8	26	5	22
Physical ed.	75	43	82	38
Physics	20	40	10	30
Computers	52	50	42	49
Nature	58	49	53	50
Arts	30	46	34	47
Practical vocation	26	44	35	48
Paraprofessional vocations	1	10	0	3
Music	10	31	16	37
Talmud/Mishnah	35	48	30	46
Oral law	23	42	29	45
Sport	55	50	40	49

TABLE 4.16

MEANS AND STANDARD DEVIATIONS OF ENROLLMENTS PER SUBJECT IN 11TH GRADE BY GENDER

(in percent)

Subject	Male		Female	
	x	sd	x	sd
Arabic	26	44	30	46
Hebrew language	74	44	80	40
Hebrew literature	82	39	92	27
Bible	83	38	80	40
Philosophy	5	21	7	26
Social Science	18	38	26	44
Physical ed.	79	41	85	35
Math	99	8	98	12
Biology	23	42	30	46
Physics	37	48	12	32
Computers	27	45	21	40
Technology	23	42	3	17
Arts	4	20	16	37
Practical vocation	15	36	4	20
Talmud/Mishnah	27	44	24	43
Jewish thought	23	42	18	38
Oral law	11	31	24	43
Sport	40	49	28	45
Service vocation	5	21	18	38
Paraprofessional voc.	2	15	1	10
Geography	6	24	3	18
Music	1	8	2	12

These findings indicate that different patterns of gender differentiation are found among the educational systems. In the area of religious studies or studies of traditional sources, different patterns are found in State, State Religious, Arab, and Druse systems. In the State system differentiation is apparent only in the eleventh grade where more male pupils report taking Bible than female pupils. In the State Religious system no gender differentiation occurred in Bible studies, but differences were found in oral law which has predominantly female enrollment and Jewish thought which has predominantly male enrollment. In the Arab system Islam is studied primarily by male pupils. This pattern holds for the study of Druse tradition in Druse schools.

In the sciences and computer sciences a different pattern is revealed. More male pupils than female pupils study these subjects in State, State Religious, and Druse schools, whereas enrollments of male and female pupils are equal in Arab schools. In the subjects of technology, geography, and practical vocational training in the eleventh grade, male pupils predominate in enrollment over female pupils in different proportions in different systems.

It is interesting to note that the subject of social education was reported as a subject by relatively few pupils in our sample even though social education is taught 1-2 hours per week and is one of the required subjects learned in all grades. It was reported primarily by female pupils in State Religious and Arab schools.

In summary, gender differentiation is quite predominant in the eighth and eleventh grade curricula. However, different systems have different degrees and patterns of gender differentiation. The State Religious system, according to our data, has the most pervasive gender differentiation, with different proportions of female and male pupils enrolled in eight subjects in the eighth grade and in nineteen subjects in the eleventh grade. The system with the next highest level of gender differentiation is the State system. Four subjects are differentiated in the eighth grade and sixteen subjects in the eleventh grade. Both the Arab and Druse schools show less gender differentiation in the eighth grade (2-3 subjects) and in the eleventh grade (11 -12 subjects).

Special Curricula

Since the mid-1970s the Ministry of Education has been encouraging curriculum initiatives of individual schools and a variety of new curriculum projects. To what extent have such projects and initiatives been included in curricula in the Israeli educational system? What are the objectives and contents of these curricula initiatives? Two sources of information are used to answer these questions: our analysis of individual school curriculum schedules and the principals' responses to interview question about such programs.

Of the ninety subjects listed in our sample's curriculum schedules, 38 percent (34) were special curricula initiatives or projects. These were classified in the general analysis reported above into four areas of knowledge: development of thinking, development of personality, social studies, and general knowledge. The latter category, special curricula in a variety of areas of general knowledge, is the type of initiative most prevalent in the system. Curricula concerned with personality development and social studies are found only in the elementary and junior high schools. Curricula focusing on the development of thinking are found on the elementary and high school level and not on the junior high level.

The number of classes per week devoted to these curricula is an indication of their relative importance in the curricula. Our analysis in the first section of this chapter showed that special curricula in thinking and personality development have fewer hours of class instruction than the majority of regular subjects. In the sixth and eighth grades special curricula in social studies receive on the average two class lessons per week, which places these curricula second in rank of importance in the total school curricula. This is also true of general knowledge special curricula in the eighth and eleventh grades.

To explore whether differences exist among educational systems in their implementation of special curricula, analyses of variance by system on the number of class lessons per week was performed for each grade in out sample. No differences among systems were found for the number of classes of special curricula in social studies, in general knowledge, and development of personality. The systems only differed with regard to curricula in the development of thinking in the eleventh grade. Such curricula were not included in the Druse system. They received more lessons per week in the State and Arab systems than in the State Religious system.

Principals reported the existence of a much larger number of special curriculum initiatives (99) than appeared in official curricula schedules (34). In fact, 78 percent of the principals said that they had one or more special curriculum programs in their school curriculum. Two-way analysis of variance by education system and school level found significant differences among the systems and school levels in the existence of such programs and the number of programs in the curriculum. Eighty-nine percent of State schools, 84 percent of State Religious schools, 70 percent of Druse schools, and 56 percent of Arab schools reported the existence of special curricula. State and State Religious school principals reported that their schools had more programs than Druse or Arab schools. More special curricula were reported by secondary school principals than by elementary school principals. One-way analyses of variance by system per school level show that the systems differ on the elementary school level and senior high level and not on the junior high level. No significant differences were found among different types of elementary schools or different types of high schools in the number of special programs adopted.

Principals were asked to describe the objectives and contents of these programs. Since significant differences were found among systems on the elementary and high school levels, the contents of the curriculum were analyzed to determine if differences also existed in the content of these programs. Subjects were classified into the fields of knowledge. Discriminant analysis of these fields for the elementary level found that classification of content for the four educational systems could be predicted with 84 percent certainty. State elementary schools' special curricula emphasized content in technology, sport, and the three Rs — reading, writing, and arithmetic. State Religious curricula emphasized the development of thinking and practical vocational training. Arab school special curricula focused on practical vocational training, whereas Druse school special curricula included mathematics, technology, sports, and Arabic. For the senior high level, discriminant analysis was significant as well but had a lower level of predictability. The primary distinctions found were that the State schools emphasized Hebrew language and literature, that State Religious and Druse schools introduced unique non-disciplinary topics, and Arab schools had no distinguishing content.

Approximately half of the principals stated that the primary objective of these programs was cognitive, acquiring knowledge in new areas. About a third of the principals reported their school's objective to be pedagogical, with either the integration of subjects already in the curriculum or the introduction of alternative approaches to teaching accepted subjects. Approximately a quarter of the principals also mentioned objectives related to the personal development of their pupils. Definition of personal development objectives varied greatly among schools. Definitions included promoting cultural enrichment, self-reflection, creativity, and thinking. Another quarter emphasized social objectives of their curricula. The two main foci in this domain were inculcating identification with national values and developing social skills. One-fifth of the principals said their curricula aimed at the development of religiosity and religious knowledge.

In addition to special curricula for the total school population, 77 percent reported having a special program for a specific group of pupils in their student body. Half of this group attested to having at least two such programs. The three populations addressed by these programs were new immigrants, gifted pupils, and disadvantaged pupils.

Summary

To what extent does there exist a common basic curriculum in the Israeli school system today? The foregoing analysis of the institutional and school levels of the formal curriculum reveals a very limited unified common basic curriculum with five main characteristics. First, only one subject, mathematics, is required by all educational systems at all school levels and has basically the same objectives, contents, and similar teaching and evaluation methods suggested. Second, foreign language (English) is required and taught from third grade on in all systems and syllabi have a great deal of similarity across education systems, but some differences are also noticeable. Third, the cognitive educational objectives of most of the syllabi that we analyzed emphasize lower cognitive levels of thinking, according to Bloom's taxonomy of educational objectives, more than higher levels of thinking. Fourth, the majority of the school curriculum is prescribed by the Ministry of Education; only a limited number of hours of instruction are provided for school choice. The main aspect of the curriculum left to school definition is teaching methods. Fifth, the common basic curriculum is differentiated by school level. Elementary, middle, and senior high curricula emphasize different types of objectives, contents, ways of organizing curricula, ways of organizing learners, degrees of choice, and teaching and evaluation methods. Elementary schools balance academic, personal and social educational objectives, tend to have a more integrated organization of curriculum, advise adapting teaching methods to individual differences, and use a variety of measures of achievement. In contrast, high school curricula almost exclusively emphasize academic objectives, have a disciplinary organization of curriculum content, allow greater teacher choice of topics, and use testing as the measure of achievement. The school levels also differ in the amount of school autonomy allowed in the curriculum.

Major differences in the characteristics of the curricula of the three major educational systems are found in our analysis of required subjects, recommended hours of instruction, syllabi, pupil enrollments, and gender differentiation in enrollments in the eighth and eleventh grades. These differences are more apparent on the elementary and high school levels than the middle school level. The most outstanding differences are found in the orientations of each educational system to religious subjects or sources of tradition, to social studies, to language and literature, and to special curricula. The systems place different degrees of emphasis on these fields at different levels of education in terms of requirements, hours of instruction, and degree of choice within the curricula. The syllabi of these subjects contain differences in educational objectives, contents, organization of the content, and recommended teaching methods. They present different cultural and social messages, ways of knowing, and truths.

The formal curriculum on the institutional level is differentiated as well between curricula of academic and vocational/technological tracks. This provided the basis for the different school curricula in the four types of high schools found in this analysis.

Our analysis of the formal curriculum on the school level also revealed that school curricula reflect school ideology.

Chapter 5

Principals' Perspectives about the Present School Curriculum

This chapter examines principals' perspectives on nine aspects of their school's current curriculum: educational policy development, school ideology, educational priorities, teaching methods, disciplinary methods, evaluation methods, informal education programs, organization of learners, and characteristics of organizational life. In addition, principals' evaluations of their schools' success and need for improvement are explored. We analyze the principals' perspectives in order to identify the curriculum characteristics shared in common by most schools in the Israeli education system and those that vary among the four educational sub-systems, different levels of schooling, and different types of elementary and high schools.

Similarities and Differences in the School Curricula of Educational Systems and School Levels

Educational Policy Development

Principals were asked to what extent educational policy has been discussed in faculty meetings and to what extent a comprehensive educational policy had been developed in their school. The majority of principals reported that discussions about educational policy had been held frequently in faculty meetings. Sixty percent of the principals said that their school had a comprehensive educational policy, whereas 28 percent reported that a partial policy had been developed. Fifty-five percent reported as well that their school's policy was written down. In all cases when written documentation was reported, we asked to receive a copy of the document. In the majority of cases the document was a list of administrative regulations and/or course offerings and not a statement of educational approach or policy. Two-way analysis of variance by system and school level found no significant differences for the frequency of discussions or for the extent of the development of educational policy. However, one-way analysis of variance by system found a significant difference in the degree of policy development among elementary schools. Principals in State elementary schools reported that their schools had significantly more discussions and development of educational policy than elementary schools in other systems.

School Ideology and Values

Principals were asked whether their school desired to inculcate a particular ideology in its pupils. Fifteen percent of the principals disclaimed such an aim. Fourteen percent of the principals said that their school had a limited goal of inculcating a particular ideology. Another 15 percent said that their school had only a moderate desire to promote a specific ideology, whereas 56 percent claimed a strong desire to inculcate a specific ideology in their pupils.

The reported emphasis on ideological socialization differs among the systems. The majority of Arab school principals (65 percent) disclaimed the existence of an ideological orientation. A third of the State and Druse schools in our sample also disavowed any ideological socialization. In contrast, all State Religious school principals reported that their schools emphasized ideological socialization.

The existence of an ideological orientation was also significantly associated with level of schooling. The lack of an ideological orientation was most prevalent in the elementary school.

Principals who reported limited to strong school ideological orientations were asked to explain their school's ideology. These explanations were content analyzed for political, religious, and value orientations. Table 5.1 presents school religious orientations as reported by principals in Jewish and minority educational systems. Significant differences among the systems are found in the distribution of religious orientations. A minority of principals in State and Arab schools identified such an orientation, whereas the majority of State Religious and Druse schools identified a religious orientation. Half of the principals in the State system who said that their school inculcated a religious ideology said that their school propounded a traditional religious orientation, encouraging pupils to maintain Jewish customs and have respect for familial traditions. The other half of the principals in State schools reported that their school inculcated a secular outlook which encouraged civil religious identification with national rituals and holidays and a non-religious or anti-religious viewpoint toward the Jewish religion and its institutions. The majority of the principals in the State Religious system reported that their school propounded a modern Orthodox Jewish ideology which aimed at developing religious belief and observance of Jewish law and its commandments with adaptations and interpretations necessary for living in modern society. A minority of schools in the State Religious system were reported to inculcate an ultra-Orthodox religious ideology, advocating strict adherence to Jewish religious beliefs and traditional patterns of observance of the commandments.

Table 5.2 shows the percent of schools in each system having a political orientation according to the principals. A greater number of principals indicated that their schools inculcated a political ideology than reported that their schools cultivated a religious ideology. State schools outnumbered State Religious schools in identification with a political orientation.

TABLE 5.1

SCHOOL RELIGIOUS ORIENTATION BY SYSTEM AS REPORTED BY PRINCIPALS

	System					
Religious Orientation	State		State Religious		Total	
Jewish Sector	N	%	N	%	N	%
Ultra-Orthodox	0	0	5	18.5	5	11
Modern Orthodox	0	0	21	77.8	21	46.7
Liberal Orthodox	0	0	1	3.7	1	2.2
Traditional	9	50	0	0	9	20
Secular	9	50	0	0	9	20
Total	18	40	27	60	45	100
Minority Sector	Arab		Druse		Total	
Moslem	2		0		2	
Druse	0		3		3	
Secular	0		1		1	
Total	2		4		6	

TABLE 5.2

PERCENTAGE OF SCHOOLS WITH POLITICAL ORIENTATION BY SYSTEM

	Existence of Political Orientation			
System	Yes		No	
Jewish Sector	N	%	N	%
State	47	92.2	4	7.8
State Religious	17	58.6	12	41.4
Total	64	80.0	16	20.0
Minority Sector				
Arab	2	15.4	11	84.6
Druse	2	66.7	1	33.3
Total	4	25.0	12	75.0

The political orientations of State and State Religious schools were classified into three types: Zionist-settlement, Zionist, and Zionist social democrat. This typology is based on Liebman and Don-Yehiya's (1984) and Arian and Shamir's (1993) classifications of political ideologies in Israel. The Zionist-settlement political ideology advocates the construction of a Jewish society in the territory promised to Israel in the Bible — the Land of Israel — and is in favor of keeping and settling the territories of Judea and Samaria. The Zionist political ideology believes in the establishment of a Jewish society on its own land that will be the political and cultural center of the Jewish nation. The Zionist social democratic ideology combines the former ideology with advocacy that the Jewish society should be based on a social democratic ideology emphasizing the protection of individual and minority rights, the rule of law, and social welfare policies. The distribution of these orientations in our sample of Jewish schools is shown in Table 5.3. In both the State and State Religious systems the majority of schools propound a Zionist political orientation. The Zionist-settlement ideology was found only in the State Religious system, whereas the Zionist social democratic ideology was propounded only in the State system.

TABLE 5.3

TYPES OF POLITICAL ORIENTATION IN JEWISH SCHOOLS BY SYSTEM

	Political Orientation				N=30	
	Zionist-Settlement		Zionist		Zionist Social Democrat	
System	N	%	N	%	N	%
State	0	0	12	80	3	20
State Religious	5	33.3	10	66.7	0	0
Total	5	16.7	22	73.3	3	10

Note: $\chi^2=11.2$ Df=2 $p<.01$

Political identification was described by a small number of minority schools. Four political orientations were identified in the minority sector: universalist, Israeli, Palestinian, and Arab nationalist. Druse schools propound the first two orientations: universalist and Israeli. The universalist ideology advocates that political and civil rights not be linked to specific national or territorial boundaries. The Israeli political orientation of the Druse schools is one of recognition of their identification with the State of Israel as a political entity and inculcation in pupils of civic responsibility for the preservation and continuation of the state. The few Arab principals who indicated that their schools had a political ideology propounded either Palestinian or Arab nationalist orientations. The Palestinian political orientation emphasizes identification with the Palestinian nation, with Palestine as its homeland, and advocacy of political self-determination for the Palestinians. The Arab nationalist political ideology inculcates identification with pan-Arabism, the political and cultural unity of all Arab nations. Table 5.4 shows the distribution of political and religious ideological orientations in the Arab and Druse schools.

A cross-classification of the reported religious and political orientations revealed eleven types of religious and political orientations in the State and State Religious systems. Table 5.5 shows that the distribution of these groups in these systems is significantly different. Each system is composed of a different part of the spectrum of ideological orientations. A large proportion of State schools have no ideological orientation or one that has not been clearly defined.

TABLE 5.4

TYPES OF POLITICAL AND RELIGIOUS ORIENTATION IN MINORITY SCHOOLS BY SYSTEM

System/ Religious Orientation	Political Orientation				
	Universal	Israeli	Palestinian	Arab	Total
Arab					
Moslem	0	0	1	2	3
Druse					
Religious	0	2	0	0	2
Secular	1	0	0	0	1
Total	1	2	1	2	6

No significant relationship was found between the pedagogical orientations of Jewish sector elementary and high schools and their ideological orientations.

Principals' reports about their school's ideological orientation were also content analyzed in order to identify the values emphasized by the ideology. Seventy-two different values were identified in their responses. Discriminant analysis by school level was performed to examine whether value emphases differ among the levels of schooling in the system. The results of this analysis presented in Table 5.6 show that significant differences exist among the values emphasized in elementary, junior high, and high schools. The particularistic values of settlement, religious or ethnic identification discriminate among these school levels. These values are primarily emphasized at the high school level. Preserving tradition is more emphasized at the junior high level than at other levels of schooling.

Discriminant analysis by system was performed on the degree to which the values were emphasized for each school level. Discriminant analysis for elementary school levels reveals significant differences in the values emphasized by State, State Religious, and Druse schools (see Appendix Table A5.1). State elementary schools are distinguished by their emphasis on the values of nationalism and democracy. State Religious schools are distinguished by their emphasis on Orthodox Jewish values of belief in God and observing the commandments. Druse schools emphasize the values of humanism and helping others.

TABLE 5.5

DISTRIBUTION OF JEWISH RELIGIOUS/POLITICAL IDEOLOGICAL ORIENTATIONS IN THE STATE AND STATE RELIGIOUS SYSTEMS

	System					
Ideological Orientation	State		State Religious		Total	
	N	%	N	%	N	%
No Ideology	14	27.5	0	-	14	17.7
Ideology; not political-religious	17	33.3	2	3.6	19	24
Ultra-Orthodox	0	-	4	14.3	4	5
Ultra-Orthodox & Zionist-settlement	0	-	1	7.1	1	1.3
Modern Orthodox	0	-	7	25.0	7	8.9
Modern Orthodox & Zionist	0	-	10	35.7	10	12.7
Modern Orthodox and Zionist-settlement	0	-	4	14.3	4	5.0
Traditional	3	5.9	0	-	3	3.8
Traditional Zionist	6	11.8	0	-	6	7.6
Humanistic Secular	1	2.0	0	-	1	1.3
Secular Zionist	7	13.7	0	-	7	8.9
Secular Zionist Social Democrat	3	5.9	0	-	3	3.8
Total	51		28		79	

See key to ideological orientations on next page.

Key to ideological orientations in Table 5.5:

Ideology; not political or religious = schools that espoused educational ideologies.

Ultra-Orthodox = schools having only a Jewish religious ideology of strict adherence to Jewish religious beliefs and observance of commandments.

Ultra-Orthodox and Zionist-settlement = schools that espouse strict adherence to Jewish religious beliefs and observance and advocate settlement of the Land of Israel.

Modern Orthodox = schools having only a Jewish religious ideology of adherence to Jewish religious beliefs and observance with adaptation to modern society.

Modern Orthodox and Zionist = schools advocating a Jewish religious ideology of adherence to Jewish religious beliefs and observance with adaptation to modern society and a political ideology of the establishment of a Jewish society and state as a political and cultural center for the Jewish nation.

Modern Orthodox and Zionist-settlement = schools advocating a Jewish religious ideology of adherence to Jewish religious beliefs and observance with adaptation to modern society, and a political ideology advocating settlement of the Land of Israel.

Traditional = schools inculcating the preservation of Jewish customs and familial traditions.

Traditional Zionist = schools inculcating the preservation of Jewish customs and familial traditions and a political ideology of the establishment of a Jewish society and state as a political and cultural center for the Jewish nation.

Humanistic Secular = schools inculcating a non-religious identity with an ethnical humanitarian orientation.

Secular Zionist = schools inculcating a non-religious identity and a political ideology of the establishment of a Jewish society and state as a political and cultural center for the Jewish nation.

Secular Zionist Social Democrat = schools inculcating a non-religious identity and a political ideology of the establishment of a Jewish society and state as a political cultural center for the Jewish nation based on social democratic policies.

TABLE 5.6

RESULTS OF DISCRIMINANT ANALYSIS OF SCHOOL VALUES BY SCHOOL LEVEL

Canonical Discriminant Function						
F	Eigenvalue	% Variance	Canonical Corr.	Wilks	χ^2	Df
1	0.18	82.8	0.40	0.81	*20.15	10
2	0.03	17.2	0.19	0.96	3.66	4

* $p \leq .05$

TABLE 5.6 continued

RESULTS OF DISCRIMINANT ANALYSIS OF SCHOOL VALUES BY SCHOOL LEVEL

Standardized Canonical Discriminant Function		
Values	Function 1	Function 2
Traditional values	.02	1.00
Settlement of Land of Israel	.79	.06
Palestinian values	.38	.03
Druse values	.38	.03
Preparation for future	.52	.04

Classification Function Coefficients			
Values	Elementary	Junior High	High School
Traditional values	.78	2.92	1.26
Settlement of Israel	0	.29	3.43
Palestinian values	0	.29	3.43
Druse values	0	.29	3.43
Preparation for future	-1.12	-1.43	-1.54

Note: Total N=102: Elementary - N=50; Junior High - N=13; Senior High - N=39

TABLE 5.6 continued

RESULTS OF DISCRIMINANT ANALYSIS OF SCHOOL VALUES BY SCHOOL LEVEL

Within Structure Coefficients			
Function 1		Function 2	
Settlement	*.70	Traditional values	*.99
Preparation for the future	*.42	Jewish values	.30
Orthodoxy	*.34	Nationalism	.26
Mobility	*.29	Humanism	.22
Palestinian values	*.29	Democracy	.16
Druse values	*.29	Ethics	.13
Independence	*-.12	Modernity	-.11
Modern Orthodox values	*-.11	Pluralism	.05
Science	*-.10	Peace	-.02
Individualism	*-.09	Planning	-.02
Helping others	*-.06		

% Grouped = 58

Key: Traditional values = preservation of familial customs and traditions.
Settlement = valuing Jewish settlement of the biblical Land of Israel.
Palestinian values = values related to Palestinian customs and traditions.
Druse values = values advocated by the Druse religion.
Preparation for the future = valuing a future time orientation in present daily actions.
Orthodoxy = Jewish belief in one God and commandments.
Mobility = valuing individual achievement for the purpose of advancement in social status.
Independence = valuing the ability to do things without the help of others.
Modern Orthodox values = valuing the combining of Jewish religious belief with secular knowledge.
Science = valuing the expansion of knowledge through scientific investigation, valuing the use of scientific knowledge and viewing scientific knowledge as good.
Modernity = valuing modern orientations and behaviors, rejection of tradition.
Pluralism = valuing the legitimacy of preserving different cultures within the society.
Peace = valuing peaceful coexistence between Jews and Arabs.
Planning = valuing intentionality and rational premeditation in thought and action.

The findings of discriminant analysis for the junior high level are shown in Appendix Table A5.2. The value emphases discriminating among the systems differ somewhat from those which discriminated among systems on the elementary level. The junior high school analysis only discriminates between the value emphases of school ideologies in the Druse and State Religious systems. The values of traditionalism and pluralism are emphasized in the Druse system, whereas the values of Orthodox Jewish belief and practice and nationalism are emphasized in the State Religious system. The State junior high places less emphasis on values as a whole than Druse and State Religious junior high schools.

Discriminant analysis of value emphases at the high school level show significant differences among the systems (see Appendix Table A5.3). Unlike lower levels, the Druse high school reported no particular emphases on values. As reported above, only a minority of schools in the Arab sector claimed any ideological orientation. Those with such an orientation are located at the high school level and are distinguished by Palestinian nationalist values. The State religious schools' emphasis on Orthodox religious values is also a distinguishing feature of this system on the high school level. In addition, State Religious high schools emphasize the value of combining religion with social values, individualism, nationalism, and social mobility. State system high schools place less emphasis on inculcating specific values than State Religious high schools. Nationalism and individualism are reported to be the main values emphasized.

In summary, we find that value emphases differ among school levels and among educational systems. Secondary schools emphasize particularistic values more than elementary schools. The State Religious system is differentiated at every level by its strong emphasis on the values of belief in God and observing the Jewish religious commandments. The State system places a strong emphasis on development of values only on the elementary level. The State elementary school is distinguished by its emphasis on the values of nationalism and democracy. The Arab sector is distinguished by the lack of an espoused value orientation. The Druse school emphasizes the inculcation of specific values such as humanism, helping others, and pluralism on the elementary and junior high level. Less emphasis on specific values is evident on the high school level.

Educational Priorities

Principals were asked to rate the degree of emphasis placed by their school on seven educational objectives: good citizenship, acquiring basic knowledge and skills, developing individual abilities and self-confidence, vocational preparation, inculcating religiosity, developing enjoyment of learning and self-expression, and transmission of cultural heritage. Table 5.7 presents the means and rank order of these educational objectives for each system. Two main similarities are apparent from these findings. First, acquiring basic knowledge and skills is highly emphasized by all systems and receives first rank in three out of four systems. Secondly, schools place relatively little emphasis on vocational preparation. A great deal of variation is found among the systems in their emphases of the other five goals.

TABLE 5.7

MEANS AND RANK ORDER OF EDUCATIONAL PRIORITIES BY SYSTEM

Goals	State		State Religious		Arab		Druse	
	x	Rank	x	Rank	x	Rank	x	Rank
Citizenship	4.46	2	4.41	3	3.75	4	4.00	4
Knowledge	4.72	1	4.72	1	4.56	1	4.20	3
Individual abilities	4.20	3	4.38	4	3.94	2	5.00	1
Vocational preparation	2.68	6	2.83	7	2.63	6	2.60	6
Religiosity	1.38	7	4.66	2	1.81	7	2.40	7
Enjoyment of learning	4.06	4	4.17	5	3.88	3	4.60	2
Transmission of culture	3.31	5	4.14	6	3.13	5	3.00	5

Note: Total - N=102: State - N=52, State Religious - N=29, Arab - N=16, Druse - N=5

Key: 1 - not emphasized, 2 - little emphasis, 3 - moderate emphasis, 4 - strong emphasis, 5 - very strong emphasis

This variation was assessed by two-way analyses of variance by system and school level. These analyses found no significant differences among the systems on three out of seven of the goals: acquiring basic knowledge and skills, vocational preparation, and developing enjoyment of learning. Significant differences in the emphasis of the goals of good citizenship, developing individual abilities, developing religiosity, and transmission of cultural heritage were found among the systems. State and State Religious schools place a very high degree of emphasis on citizenship, whereas Druse schools place a high degree of emphasis and Arab schools a moderate emphasis on this goal. Developing individual abilities is the highest priority of the Druse schools. State and State Religious schools also place a high degree of emphasis on this goal but their emphasis is significantly lower than Druse schools. Arab schools' emphasis on the goal of developing individual abilities is moderately high but significantly lower than that of the Jewish schools. State Religious schools are clearly distinguished from other systems in their very high degree of emphasis on developing religiosity. Druse schools place limited emphasis on this goal, whereas Arab and State schools give little to no emphasis to it. The transmission of cultural heritage is highly emphasized by State Religious schools and only moderately emphasized by other systems.

In summary, the State Religious system is distinguished from other systems by its greater emphasis on developing religiosity and transmission of cultural heritage. The State and State Religious systems place a similar high degree of emphasis on good citizenship and on developing individual abilities. Druse schools emphasize citizenship but at a lower level than Jewish schools and at a significantly higher level than Arab schools. Arab schools are distinguished from other systems by having less of an emphasis on developing individual abilities and citizenship, although they espouse moderately high emphasis of these goals. Like State schools in the Jewish sector, they do not emphasize developing religiosity.

A difference in the educational priorities of school levels is found only for the degree of emphasis on vocational preparation. This goal receives progressively greater emphasis with increase in school level.

School Selectivity

Principals were asked if their school had criteria for selecting and accepting pupils. Forty-three percent of the principals reported that their school selected their student body. Results of analysis of variance by system and school level show significant differences among systems, school levels, and an interaction effect between system and school level. The majority of State Religious schools are selective, whereas a minority of State schools and few Arab or Druse schools select their pupils. Few elementary schools have criteria for selection of students. Almost half the junior high schools in our sample are selective. Selectivity is the norm at the high school level.

The interaction effect found indicates that the degree of selectivity of elementary, junior, and senior high schools varies with the system. The State system shows a gradual increase in selectivity from level to level. In the State Religious system, selectivity is prevalent in junior high schools in our sample with slightly lower prevalence at the senior high level. No selectivity is reported in Arab junior or senior high schools. In the Druse sector no selection is practiced in the junior high, but the high school is selective.

Selectivity is also associated with the school's espoused ideological orientation. The majority of schools having no defined religious or political ideological orientation and schools espousing secular humanist or secular Zionist orientations are not selective, whereas the majority of schools in the rest of the ideological groups are selective.

Teaching Methods

Principals were asked to report the prevalence of use of seven teaching methods in their schools: lecturing, small group instruction, individualized instruction, computer instruction, the use of television or other audiovisual aids, the involvement of pupils in decisions about content and process of learning in the classroom, and the use of a variety of types of learning materials. Lecturing is still the most commonly used method of instruction in the system. Small group and individualized instruction is much less prevalent. Teachers use a limited variety of teaching materials. Computer instruction is used on the average in two subject fields in the schools in our sample.

Variation in the use of these methods was investigated by two-way analysis of variance by system and school level. Results from this analysis show no significant differences among the systems in the use of lecturing, computer instruction, and involvement of pupils in decisions in the classroom. Significant differences are found among the systems in the use of small group and individual instruction, audiovisual instruction, and the use of a variety of learning materials. Table 5.8 shows the means for these variables by system. The use of small group and individualized instruction and audiovisual aids is significantly more prevalent in the State system than other systems. The use of small group and individualized instruction is very limited in State Religious, Arab, and Druse schools. State religious and Arab schools make moderate use of audiovisual aids. Although Druse schools use these aids on a limited basis, they use more types of learning materials than other systems.

TABLE 5.8

MEANS FOR TEACHING METHODS BY SYSTEM

	System			
Method	State	State Religious	Arab	Druse
Individualized and small group[a]	2.92	2.59	2.08	2.30
Audio-visual[a]	3.72	3.00	3.13	2.20
Variety of materials[b]	1.12	1.28	0.44	2.60

Note: Total - N=102: State - N=52, State Religious - N=29, Arab - N=5, Druse - N=2

[a] 1=no use, 2=little use, 3=moderate use, 4=extensive use, 5=very extensive use

[b] The number of different materials used in classes as reported in an open-ended question

A similar degree of use of lecturing, computer instruction, involvement of pupils in decisions, and audiovisual aids is found among different levels of schooling. However, significant differences among elementary and secondary schools are found in their use of small group and individualized instruction and a variety of learning materials. Small group and individualized instruction is significantly more prevalent in elementary schools than in secondary schools. A progressive decrease in variety of learning materials is evident with increase in level of schooling.

One-way analyses of variance by system for each level of schooling was performed on the use of small group and individualized instruction and variety of learning materials to examine unique differences per school level. Results of these analyses show significant differences among systems in the use of small group and individualized instruction only for the elementary school. Significant differences among systems in the use of a variety of learning materials were found for elementary schools and junior high schools. State system schools use small group and individualized instruction more than other systems and Arab schools use these alternative methods of instruction the least in the elementary school. Druse principals reported a greater variety of learning materials in use in both the elementary and junior high level than other systems. Arab schools lack variety in their learning materials.

Disciplinary Methods

Principals were asked to indicate the disciplinary methods commonly used by their staff when initial verbal sanctioning of pupils' deviant behavior was ineffective. Table 5.9 presents the percent of schools in our sample using each of the seventeen methods of discipline defined. Sending the pupil to the principal and asking the parent to discipline the pupil are the most prevalent methods of discipline reported. The third most prevalent method, used by the majority of schools, is exclusion of the pupil from the class. Fully half of the schools also reported elimination of rights or benefits from those who misbehaved as a disciplinary method. A large minority of schools reported giving extra work to the pupil, sending the pupil to the counselor, and internal self-discipline by the class.

Factor analysis of the different types of disciplinary methods found four factors: collective punishment of the class, suspension of pupils from class or school, external discipline by principal, parent, or counselor, and internal self-discipline by class members. No significant differences were found among the systems nor among levels of schooling in two-way analysis of variance tests. One-way analysis of variance by system for each level of schooling indicated no significant difference among systems in the use of disciplinary measures on the secondary level. On the elementary level a significant difference among systems was found only for the degree of use of external discipline. Scheffe tests show a significant difference between State and Arab schools. State schools use these methods significantly more than Arab schools.

TABLE 5.9

PERCENT OF SCHOOLS REPORTING THE USE OF VARIOUS DISCIPLINARY MEASURES

Types	%	N
Self-discipline	42.4	39
Extra work for individual	33.7	31
Extra work for class	7.6	7
Eliminate individual rights	51.1	47
Eliminate rights for class	4.3	4
Discipline by principal	88.0	81
Discipline by counselor	48.9	45
Discipline by parent	89.2	82
Suspension from class	64.1	59
Lower grade	4.3	4
Staying after school	2.2	2
Discussion with teacher	13.8	13
Discussion by pedagogical council	3.3	3
Suspension from school	4.4	4
Behavioral conditioning	3.2	3
Work in school	2.1	2
Contracting with student	1.1	1

Evaluation Methods

Principals were asked to report whether three criteria of evaluation were used by teachers in their schools to evaluate pupils' progress in learning: normative criteria, criterion reference evaluation, or individual progress. Eighty-seven percent of the principals said their schools use criterion reference evaluation. Sixty-seven percent said they used individual progress as a criteria, whereas only 39 percent said they used normative evaluation criteria.

Variance among systems and school levels was examined by two-way analyses of variance. No significant differences were found among school levels for the use of the three criteria. The education systems did not differ significantly in their use of criterion reference or normative evaluation criteria. However, they do differ in the degree of use of individual progress as a criteria for evaluation. State and Druse schools use this criteria of evaluation significantly more than other systems.

Organization of Learners

Two aspects of the organization of learners were investigated: the degree and nature of tracking of pupils by abilities and achievement, and the degree of gender differentiation of activities and curriculum in the school. Seventy-nine percent of the principals reported the use of tracking in their schools. Of these, 96 percent claimed that pupils could move from one track to another. However, when asked when during the year this movement could take place, a wide variety of responses was found. Thirty-six percent said no specific time for transfer was defined. Twenty-six percent reported that their school was flexible; transfers could occur at any time. Forty-one percent said it could occur at agreed-upon grading periods during the course of the year (semester, trimester, etc.). Four percent said that pupils could transfer only after the first month of school or at the end of the year.

Fifty-eight percent of the principals reported that female and male pupils studied the identical curriculum in their schools. Of the 42 percent reporting differentiation by gender, 19 percent said that only one subject was differentiated by gender, 55 percent said two subjects were differentiated, whereas 22 percent said that the total curriculum was differentiated by gender.

Differences among systems and school levels on these variables were examined. No significant differences among the systems were found for the rigid tracking procedures. However, a significant difference among school levels was found. Secondary schools reported more rigid tracking than elementary schools.

Significant differences among the systems were found in the degree of gender differentiation of the curriculum. More gender differentiation exists in the State Religious system than other systems. In these schools differentiation on the basis of gender occurs on the average in two subject areas. Druse schools also reported some gender differentiation, but this was on the average in one subject area. Almost no gender differentiation was reported by principals in

State or Arab systems. No significant differences were found among school levels for gender differentiation.

In summary, according to principals' reports, categorization of learners on the basis of achieved characteristics starts early in the Israeli system and becomes more pronounced and pervasive on the secondary level. Differentiation on the basis of gender is most pronounced in the State Religious system.

Informal Education

Principals were asked to describe the frequency and nature of their school's informal education program. On the average principals reported that their school held informal education activities once a week and for the most part after school hours. The frequency of informal activities is uniform across systems and levels of schooling. No differences were found among the systems in the scheduling of the activities during the day. However, scheduling differs significantly among the school levels. Elementary and junior high schools primarily schedule informal educational activities after school hours, whereas high schools schedule these activities both after school hours and during the school day.

Informal education activities reported by the principals were classified into eight types: cultural activities (e.g., plays, concerts), creative activities (e.g., arts and crafts clubs), study or enrichment activities (those related to the formal curriculum), ritual activities (e.g., holiday celebrations, school rituals), social and citizenship activities (e.g., family day, student council), volunteering, counseling activities, and work activities. Table 5.10 presents the means and standard deviation for the average number of informal activities for the total sample and for each system. On the average, schools hold more social or study activities and few work, volunteering, or counseling activities in their informal education programs.

Discriminant analysis by school level found that elementary, junior, and senior high schools emphasize different types of informal activities. The key activities that discriminate among school levels are cultural, counseling, and ritual. The elementary schools emphasized ritual activities and, secondarily, cultural activities. The junior high school emphasized cultural activities the most and had some ritual and counseling activities. The high school level primarily emphasized counseling activities and held few ritual or cultural activities.

Discriminant analysis per school level was performed to examine differences among the systems in the types of informal activities included in their programs. Significant discrimination between the systems was found for the elementary and junior high school levels but not for the high school level.

TABLE 5.10

MEANS AND STANDARD DEVIATIONS OF NUMBER OF INFORMAL ACTIVITIES BY SYSTEM AND SCHOOL LEVEL

School Level/ Type Activity	System									
	Total		State		State Rel.		Arab		Druse	
	x	sd	x	sd	x	sd	x	sd	x	sd
Elementary	N=50									
Social	1.6	0.9	1.8	0.9	1.5	0.8	1.2	1.0	1.0	1.4
Study	1.4	1.0	1.4	1.0	1.6	0.9	1.2	1.1	1.0	1.4
Culture	1.1	1.0	1.5	1.0	0.9	0.8	0.4	1.0	1.5	0.7
Creative	1.0	0.9	1.1	1.0	0.8	0.9	0.9	0.9	1.0	1.4
Counseling	0.1	0.3	0.1	0.3	0.1	0.3	0.1	0.3	0	0
Volunteering	0.3	0.6	0.2	0.5	0.3	0.6	0.8	0.8	0	0
Ritual	1.2	1.0	1.3	1.0	1.8	0.8	0.7	0.5	0	0
Work	0.1	0.3	0.1	0.4	0	0	0.1	0.3	0	0
Junior High	N=12									
Social	1.6	1.0	1.6	1.0	2.5	0.7	1.0	-	1.0	1.4
Study	1.8	1.2	1.9	1.2	3.0	0	2.0	-	0.5	0.7
Culture	1.3	1.1	1.1	1.2	1.5	0.7	1.0	-	2.0	1.4
Creative	0.9	1.1	1.3	1.2	0	0	0	0	1.0	1.0
Counseling	0.8	1.0	1.1	1.1	1.0	1.4	0	-	0	0
Volunteering	0.3	0.6	0.1	0.4	1.0	1.4	0	0	0	0
Ritual	1.3	1.2	1.7	1.1	1.5	2.1	1.0	-	0	0
Work	0	0	0	0	0	0	0	0	0	0

TABLE 5.10 continued

MEANS AND STANDARD DEVIATIONS OF NUMBER OF INFORMAL ACTIVITIES BY SYSTEM AND SCHOOL LEVEL

	Total		State		State Rel.		Arab		Druse	
	x	sd	x	sd	x	sd	x	sd	x	sd
Senior High	N=39									
Social	1.5	1.0	1.5	1.0	1.3	1.0	1.6	1.1	3.0	-
Study	1.8	1.1	1.7	1.1	2.2	1.1	1.0	1.2	3.0	-
Culture	1.0	0.9	1.0	1.0	1.0	0.9	0.6	0.5	2.0	-
Creative	0.7	1.0	0.9	1.1	0.5	0.9	0.4	0.5	1.0	-
Counseling	0.8	1.0	1.0	1.1	0.7	0.9	0.8	1.1	0	-
Volunteering	0.3	0.6	0.4	0.6	0.2	0.6	0.4	0.9	0	-
Ritual	1.0	0.9	1.1	1.0	1.0	1.0	0.8	0.8	0	-
Work	0.1	0.3	0.1	0.3	0.1	0.4	0	0	0	-

Results of the discriminant analysis for the elementary school show that the systems differ in their emphasis on three types of activities: cultural, volunteering, and ritual activities. State system schools emphasized cultural and ritual activities equally. State Religious schools primarily held ritual activities. Arab schools emphasized volunteering activities, whereas Druse schools emphasized cultural activities. Discriminant analysis for the junior high school indicates that two types of activities discriminate among the systems: studying and creative activities. The State Religious and Arab schools emphasize study activities to the exclusion of other informal activities. The State system held more study activities but also some creative ones. The Druse system emphasized creative activities more than study activities.

In summary, different types of informal activities are emphasized in elementary, junior, and senior high schools and the systems emphasize different kinds of activities on both the elementary and junior high levels.

Characteristics of Organizational Life

Three aspects of organizational life were reported by principals: the degree to which teachers and pupils have social or educational relations outside of the school, the degree of parent participation in school activities such as chaperoning class outings, raising funds and developing curriculum, and the degree and nature of conflict in the school community. These measures were chosen because they reflect the intensity and harmony of relationships among members of the school community. The more intensive and harmonious these relationships are, the more likely that a strong school culture will be developed.

The nature and amount of after school contacts among teachers and pupils in schools varies greatly in our sample. Fifteen percent reported that teachers and pupils have no contact whatsoever after school. Thirty-five percent reported either educational or social contact among a small number of teachers and pupils in their schools. Thirty-seven percent reported both social and educational contact among some of the teachers and pupils, and 18 percent reported such contacts among most of their staff and pupils. Clearly the latter group have the most intensive relationships. No significant differences were found among systems or school levels in the nature of after school contacts among teachers and pupils as reported by principals.

In contrast, parent participation in school life is marked by significant differences among systems and school levels. Parents in the State system participate in school activities more than parents in the State Religious system. Parents in the Jewish sector participate more than those in minority schools. Parent participation is greatest in elementary school, decreases significantly in junior high, and decreases even more in high school.

Over half of the principals reported the existence of conflicts over school programs in their schools. The conflicts ranged over a number of topics and were between different parties. Table 5.11 shows that almost a third of the principals reported that their schools had conflicts between groups of teachers in the staff. Over a fifth had either conflicts between the inspector of the school and the staff, the principal and the staff, or between parents and the staff. The topics most mentioned as the focus of the conflicts were curriculum content and teaching methods. No significant differences were found among systems or school levels for these variable.

In summary, limited pupil-teacher after school contacts prevail among the schools of this sample. Schools differ in the degree and nature of conflicts within them, but this variation is not related to differences in the systems or school levels. The main distinguishing feature of the systems and school levels is the relative participation of parents in school life.

TABLE 5.11

PERCENTAGE OF SCHOOLS REPORTING CONFLICTS OF DIFFERENT TYPES

Parties to Conflict	%	N
Inspector & Staff	26.7	12
Principal-Staff	22.2	10
Principal-Some Teachers	15.6	7
Between Groups of Teachers	31.1	14
Between Parents & Staff	22.2	10
Among Parents	4.4	2

Topics of Conflict	%	N
Educational orientation	6.5	3
Religious orientation	8.7	4
Teaching methods	32.6	15
Content of curriculum	52.2	24
Materials	3.2	3
Criteria for acceptance of pupils	10.9	5
Social programs	3.2	3
Organization (reforms)	10.9	5

Principals' Evaluations of the School Curriculum

Principals were asked to respond to three questions about their evaluation of their school's curriculum: 1. To what extent has the school been successful in achieving the primary school goals that were specified by the principal? 2. Is there a need for improvement in the teaching methods of your school? 3. Do the evaluation methods being presently used in your school give teachers, pupils and their parents an adequate picture of the pupil's progress in learning? The principals responded to the first two questions by choosing the appropriate response on a five-point Likert scale. The third open-ended question was coded into a three-point scale of not satisfactory, satisfactory, and very satisfactory. On the average, principals said that their schools were moderately successful in achieving their primary school goals, that there was a need for improvement in teaching methods, and that evaluation methods were satisfactory.

No significant differences among systems or school levels were found for these variables. However, the means scores of the systems on these questions show some differences. Principals in State and State Religious schools said that their schools were more successful than principals of Arab and Druse schools. Druse principals indicated a greater need for improving teaching methods than other principals.

The School Curriculum of Different Types of Elementary Schools

Elementary schools in the State and State Religious systems are identified with seven types of pedagogical orientations: conventional, community school, open, kibbutz, kibbutz-open, mixed orientation (combining an open approach with either a community school or a special subject program), and Tali schools. We investigated whether the curricula of these types of elementary schools were distinguished significantly from one another.

Very few significant differences among the characteristics of school curricula were found according to principals' reports. The types of schools differed in their emphases on the educational objective of acquiring basic knowledge and skills, the degree to which teachers involve pupils in decisions regarding learning, and the amount of counseling and informal cultural activities held during the school year. Kibbutz and kibbutz-open schools are distinguished from other types of elementary schools by their greater emphasis on acquiring basic knowledge and skills, and greater involvement of pupils in decisions regarding their own learning. The Tali school differs from other schools in its relatively low emphasis on basic knowledge and skills while reporting a high level of pupil involvement in decision-making and the greatest number of counseling activities and lowest number of cultural activities of all schools. More informal cultural activities took place in community and mixed-orientation schools than other types of elementary schools.

The School Curriculum of Four Types of High Schools

Do different types of high schools have different school curricula? This question was investigated by two-way analysis of variance by system and high school type on each of the nine elements of school curriculum described by principals. According to these analyses, different types of high schools have quite similar characteristics. Significant differences among types of high schools were found on only six variables: emphasis on vocational preparation, rigidity of tracking, student involvement in decisions, parent participation in school life, and conflicts over social and educational orientations. The means of these variables for each type of high school are shown in Table 5.12. Technological high schools place the greatest emphasis on vocational preparation, whereas academic schools give vocational preparation moderate to low emphasis. Technological and comprehensive high schools have rigid tracking procedures, whereas tracking in vocational high schools is flexible. Students are more involved in decisions about learning in academic and comprehensive high schools than other schools, and technological high schools allow only limited participation in decisions. Conflicts over social programs and educational orientation are primarily prevalent in vocational high schools. Although parent participation in school activities is generally low, it is significantly higher in academic high schools than in other schools.

TABLE 5.12

MEANS OF SCHOOL CURRICULUM VARIABLES BY HIGH SCHOOL TYPE

	High School Type			
Variables	Academic	Comprehensive	Technological	Vocational
Vocational preparation	2.88	3.88	4.43	3.50
Tracking	1.75	2.00	2.00	1.00
Parent participation	2.30	1.92	1.67	1.67
Student decision-making	3.88	3.62	2.00	3.00
Conflicts over social organization	0	.11	.33	1.00
Conflicts over educational orientation	0.08	0.06	0	1.00

Note: Total - N=38: Academic - N=16, Comprehensive - N=13, Technological - N=7, Vocational - N=2

Summary

According to principals' reports, common characteristics of school curricula can be discerned in the Israeli education system with regard to important features of educational policy, educational priorities, teaching, disciplinary, and evaluation methods, the frequency of informal education activities, and some of the characteristics of organizational life. Principals claim that their schools have developed comprehensive educational policies which guide school curriculum. However, in most cases these policies are not written down. The schools in our sample have defined as their top educational priority helping pupils acquire basic knowledge and skills and, as a lower priority, the vocational preparation of their pupils. The most prevalent method of instruction is lecturing. Limited use is made of other methods such as computer instruction, audiovisual aids, and the use of a variety of learning materials. Disciplinary problems in the classroom are handled primarily by external discipline on the part of the principal or parents. Criterion reference evaluation is the main method of evaluation. Tracking of pupils is pervasive in the system. Informal education activities occur once a week. Teachers and pupils have limited contact after school hours. Lastly, conflicts between members of the school community occur in the majority of schools.

A number of differences in the characteristics of curricula in elementary, junior and senior high schools are also evident from principals' reports. The degree of selectivity, ideological inculcation, tracking, parent participation in school life, use of small group and individualized instruction, and type of informal education programs varies with school level. Generally these characteristics increase or decrease in a progression from elementary to high school. Elementary schools are less selective, less ideological, and use tracking less than secondary schools. Small group and individualized instruction and parent participation in school life is more prevalent on the elementary level than on the secondary level. The values inculcated on the elementary level are more universalistic, whereas they are more particularistic on the high school level.

Distinctive characteristics of school curricula in the State, State Religious, Arab, and Druse systems are also revealed in the principals' reports particularly with regard to school ideology, educational priorities, group and individualized instruction, using individual progress as a criteria for evaluation, and parent participation in school life. The State system is characterized by a spectrum of ideologies ranging from tradition to social democrat. Citizenship education is a top priority in the State system. State schools, primarily elementary schools, use small group and individualized instruction and individual progress evaluation more than other systems, and parents are more involved with school life in this system. The State Religious system defines developing Orthodox religiosity and ideology as its highest priority. This system is comprised of a different spectrum of political and religious ideologies ranging from ultra-Orthodox to modern Orthodox and nationalist-settlement. Introducing the next generation to its cultural heritage is also an important priority of this system. The system is characterized as well by greater selectivity and gender differentiation than other systems. The Arab school system curriculum is presented as a non-ideological one. Relative to the other systems, the Arab system places less emphasis on the educational objectives of citizenship education and enjoyment of learning. Parent participation in school life is very low in Arab schools. The Druse system also has distinctive features. Most schools were reported to have a school ideology. Two types were discerned: Druse Israeli and secular universalistic. Developing individual abilities and enjoyment of learning are espoused as top educational priorities in Druse schools. Teachers in these school use a variety of learning materials. The principals' evaluation of the success of their schools in achieving its primary school goals and the need for improvement in teaching and evaluation methods was also found to differ among education systems.

According to principals' reports, the curricula of different types of elementary and high schools are more similar than different. Thus, the diversity of school curricula in the Israeli education system, according to principals' reports, is primarily based on differences among the education systems and among the school levels.

Chapter 6

Teachers' Perspectives about the Present School Curriculum

This chapter describes teachers' perceptions of nine aspects of their school's curriculum: educational policy, educational priorities, teaching, disciplinary and evaluation methods, organization of learners by achievement and gender, informal education programs, classroom environment, and school success. The similarities and differences of school curricula in different educational systems, school levels, and types of elementary and high schools are examined.

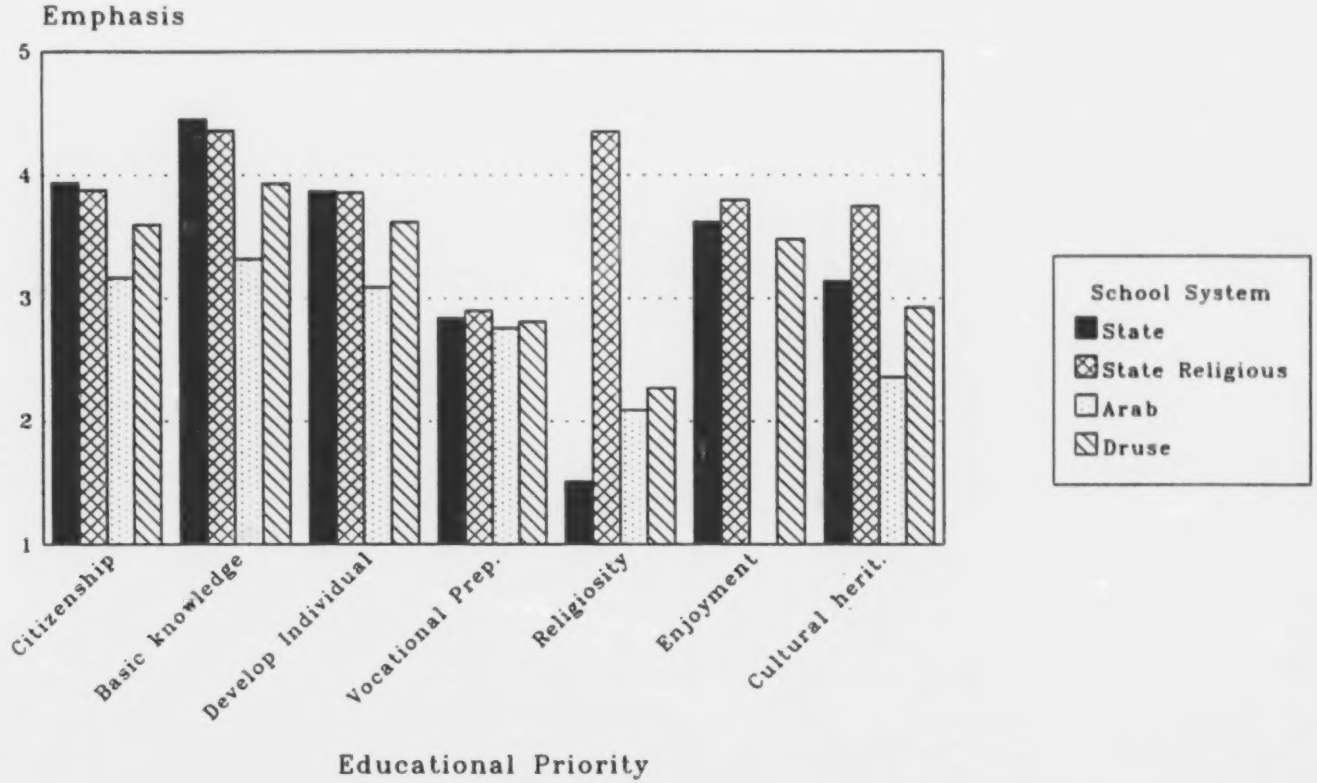
Similarities and Differences in the School Curricula of Educational Systems and School Levels

Educational Policy and Priorities

Teachers in our sample reported on the average that their school had discussed educational policies and orientations in many teachers' meetings, but most schools had *not* developed a comprehensive educational approach to guide school activities. Thus, their responses contradict those of the principals to this question. The amount of discussion and development of policy varied among the systems and educational levels. Statistical tests show that State, State Religious, and Druse schools discussed and developed educational policy more than Arab sector schools. Elementary schools developed more comprehensive educational policy than secondary schools.

A key element in educational policy is the establishment of educational priorities. Teachers were asked to report the degree to which their school emphasized seven goals: development of good citizenship, acquisition of basic skills and knowledge, development of individual abilities and self-confidence, vocational preparation, inculcation of religiosity, enjoyment of learning, and cultural heritage. (Note: Due to a printing error the Arab teacher's questionnaire did not include the goal of enjoyment of learning.) Findings from two-way analyses of variance by system and school level show that the systems and school levels differ significantly in their emphases on most of these goals. The profiles of school goal emphases for State, State Religious, Arab, and Druse schools as reported by teachers are shown in Figure 6.1.

FIGURE 6.1
TEACHERS' PERCEPTIONS OF EDUCATIONAL PRIORITIES BY SYSTEM



KEY: 1=not emphasized; 2=little emphasis; 3=moderate emphasis;
4=strong emphasis; 5=very strong emphasis
Due to printing error Arab teachers' questionnaire did not include enjoyment of learning.

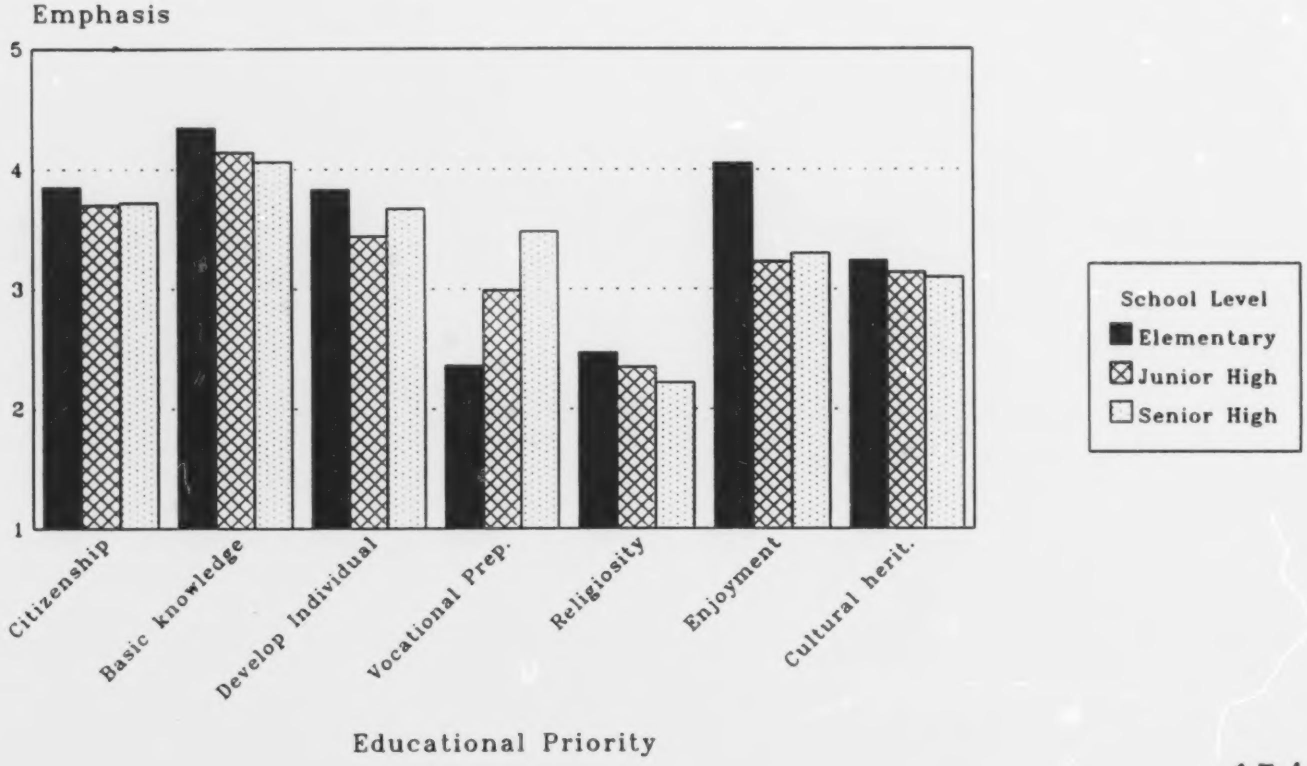
The only commonality found among the systems is a moderate level of emphasis on vocational preparation. For the five other goals — citizenship, basic knowledge and skills, development of individual abilities, development of religiosity, and cultural heritage — teachers in different systems reported significantly different degrees of emphases in their schools. Teachers in the Jewish sector report a significantly greater emphasis on the goals of developing good citizenship, the acquisition of basic knowledge, and developing individual abilities in their schools than minority teachers. Within the minority sector, Druse teachers report greater emphasis on these goals than Arab teachers. As expected, teachers in the State Religious system report that their schools place great emphasis on developing religiosity, whereas Arab and Druse teachers report little emphasis and State teachers almost no emphasis on this goal. Teachers in the State Religious system also report greater emphasis on transmission of cultural heritage than in other systems.

Figure 6.2 shows teachers' reports of the relative emphasis of educational objectives in elementary, junior, and senior high schools. Three distinctive patterns are discerned. First, citizenship, acquiring basic knowledge and skills, and developing religiosity are most emphasized at the primary level. Emphasis on these goals decreases in post-primary education. Second, in contrast the emphasis placed on vocational preparation increases significantly with progression from elementary to junior high and then to the high school level. Thirdly, a non-linear pattern is found in differences among the school levels in their emphasis on developing individual abilities. Elementary schools place greater emphasis on this goal than high schools and high schools emphasize this goal more than junior high schools.

Two-way analyses of variance also found significant interactions between school level and system on four goals: citizenship, development of individual abilities, vocational preparation, and development of religiosity. These significant interactions indicate a different ordering of goal priorities among school levels within each system. Figure 6.3 shows these patterns of interaction.

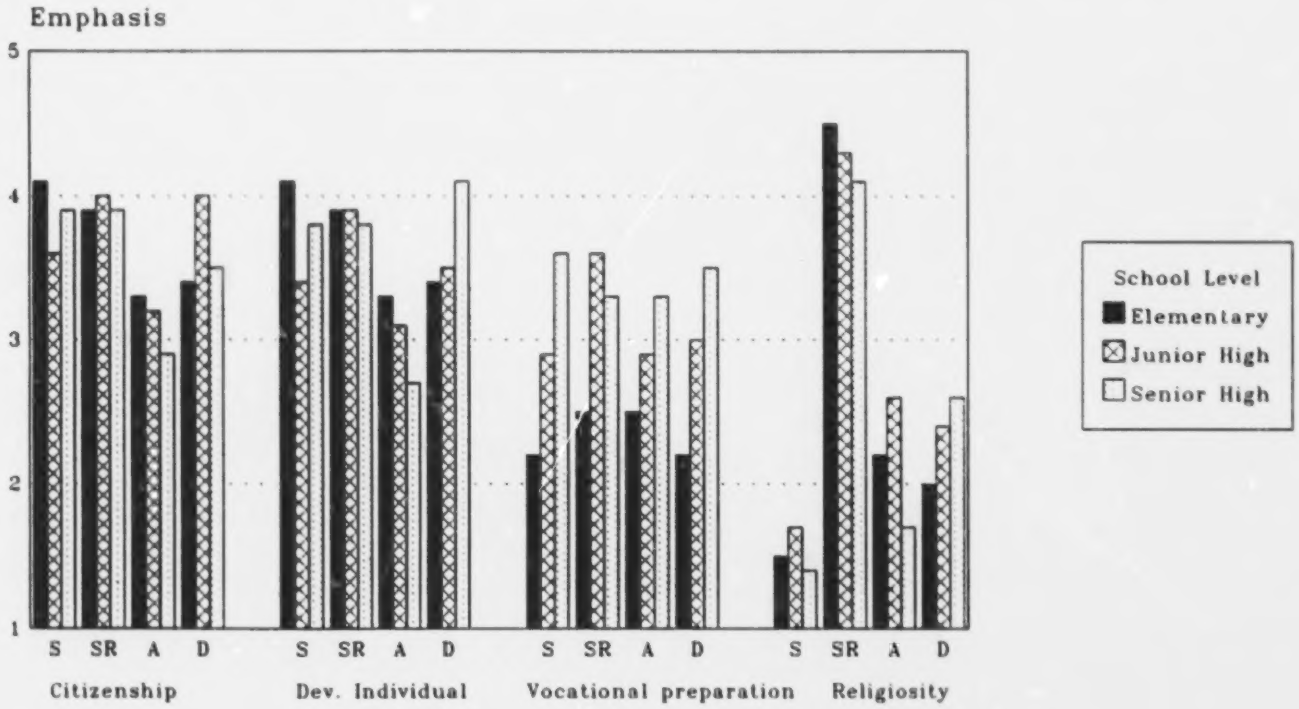
The degree of emphasis on citizenship in the State Religious system is quite similar among elementary, junior high, and senior high schools. In State schools significant differences in the degree of emphasis on this goal are more pronounced between different levels of education. State elementary schools place the most emphasis on citizenship and junior high schools emphasize this goal the least in this system. In the Arab sector the emphasis on citizenship in the high school level is considerably less than at elementary and junior high levels. In contrast, the Druse elementary and high schools emphasize citizenship considerably less than the junior high school. A similar pattern of interaction is apparent with regard to emphases on the development of individual abilities. The State Religious system differs from the other systems in that vocational preparation is emphasized more in junior high school than in high school. The distinctive patterns of interactions of system and school level are also evident for the degree of emphasis on religiosity in the four systems. In the State and Arab systems this goal is most emphasized at the junior high level and least in senior high school. In the State Religious system religiosity is most emphasized in elementary school, second most in junior high, and least in high school. In contrast, Druse teachers report the most emphasis on the development of religiosity at the high school level, second most in junior high school, and least in elementary school.

FIGURE 6.2
TEACHERS' PERCEPTIONS OF EDUCATIONAL PRIORITIES BY SCHOOL LEVEL



KEY:
1=not emphasized; 2=little emphasis; 3=moderate emphasis;
4=strong emphasis; 5=very strong emphasis

FIGURE 6.3
TEACHERS' PERCEPTIONS OF EDUCATIONAL PRIORITIES
BY SCHOOL LEVEL AND SYSTEM



Key: S=State; SR=State Religious; A=Arab; D=Druse
1=not emphasized; 2=little emphasis; 3=moderate emphasis;
4=strong emphasis; 5=very strong emphasis

Teachers from the Jewish and Druse systems were also asked to report their schools' emphasis on an additional goal: encouragement of self-expression and the enjoyment of learning. The findings show significant differences among these systems, among the school levels, and significant interaction effects. Teachers in State Religious schools report significantly greater emphasis on this goal than State or Druse teachers. This goal is also more emphasized in elementary schools than secondary schools.

In summary, teachers' reports of school goal emphases show distinctive profiles of educational priorities for the four different educational systems and for the different educational levels. The level of emphasis of most goals in the Arab sector differs significantly from the Jewish sector. The State and State Religious schools differ from each other in their relative emphases on four goals: developing religiosity, vocational preparation, transmission of culture, and encouraging expression and enjoyment of learning. Druse schools in our sample represent an interesting anomaly. On the elementary level they are very similar in their priorities to the Arab sector, but on the secondary level they diverge from the Arab sector and become more similar to the Jewish sector in their goal emphases.

Teaching Methods

Teachers were asked to report the extent of use of a variety of conventional and alternative teaching methods in their school. Table 6.1 presents the mean levels of use of five types of teaching methods — lecturing, computerized instruction, audiovisual instruction, learning centers, and small group or individualized instruction — for each system. Teachers agree with principals that lecturing is the most prevalent instructional method in Israeli schools. Computer instruction is being used for the most part in one subject area in the schools. Teachers use the three other methods infrequently.

Findings for two-way analyses of variance by system and school level on these variables (see Appendix Table A6.1) show significant differences among the systems in the use of all these methods except for small group and individualized instruction, significant differences among school levels in the use of four out of five methods, and significant interaction effects for all variables except small group and individualized instruction.

Druse teachers report less use of lecturing than other teachers. Computer instruction and learning centers are used more frequently in the Jewish schools than in minority schools. Audiovisual instruction is used more frequently in State and Druse schools than in State Religious and Arab schools. Teachers in State and Arab schools report using small group and individualized instruction slightly more frequently than teachers in State Religious and Druse schools, but these differences are not significant.

TABLE 6.1

MEANS AND STANDARD DEVIATIONS OF TEACHERS' REPORTS OF THE EXTENT OF USE OF TEACHING METHODS BY SYSTEM

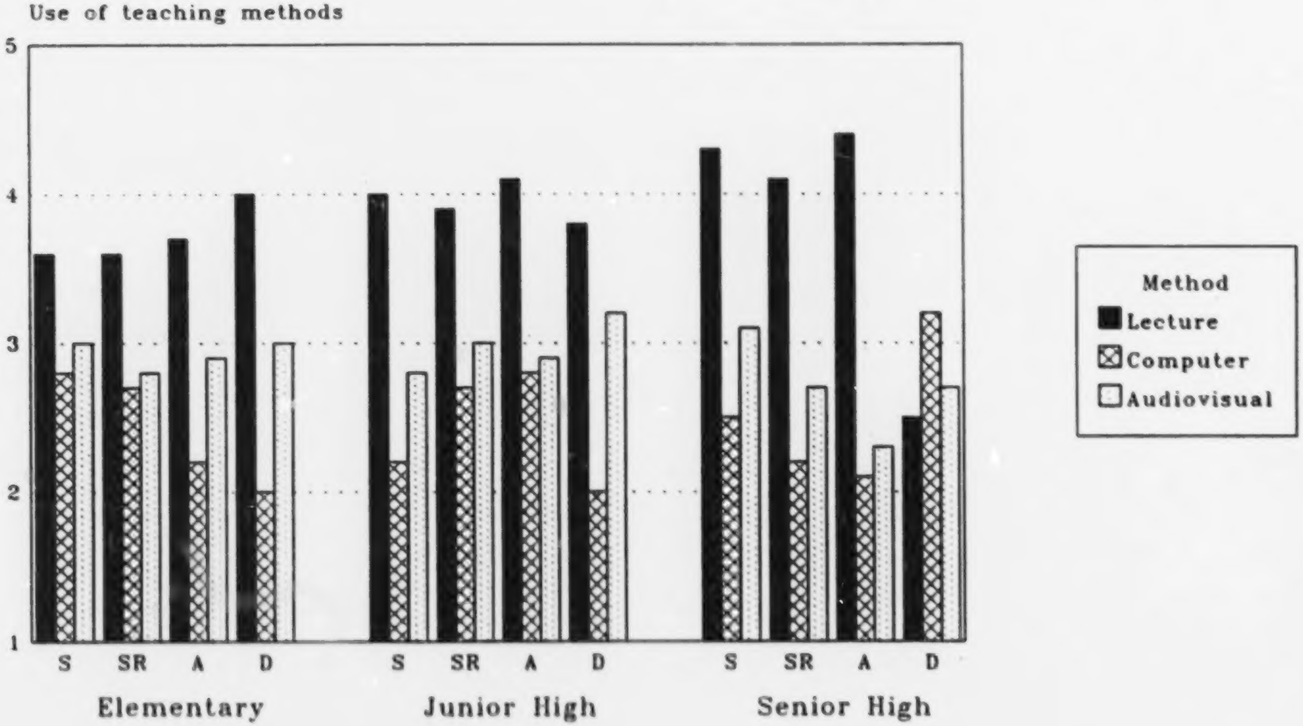
	System							
	State		State Religious		Arab		Druse	
Variable	x	sd	x	sd	x	sd	x	sd
Methods of Teaching								
Individualized and small group	2.70	1.0	2.60	.9	2.74	1.0	2.60	.9
Lecturing	3.91	1.0	3.84	1.0	3.93	1.3	3.51	1.2
Computer Instruction	2.61	.8	2.51	.8	2.20	.9	2.32	1.0
Audiovisual use	3.02	.8	2.81	.9	2.78	1.1	2.99	1.0
Use of learning centers	2.34	1.1	2.20	1.1	1.41	.8	1.46	.6

Note: 1=no use; 2=little use; 3=moderate use; 4=extensive use; 5=very extensive use
State N=584>n<615; State Religious N=264>n<274; Arab N=173>n<187;
Druse N=61>n<68

Significant variation is also found among the elementary, junior, and senior high schools in the use of the majority of instructional methods. Group and individualized instruction, computer instruction, and learning centers are used more frequently in elementary schools than in secondary schools. Their use decreases significantly in the junior high and is infrequent in most high schools. The opposite progression is evident in the use of lecturing.

Interaction effects were also found for lecturing, computer instruction, and audiovisual instruction in the classroom. Figure 6.4 depicts these interactions. Unlike teachers in other sys-

FIGURE 6.4
TEACHERS' REPORTS OF THE EXTENT OF USE OF TEACHING METHODS BY SCHOOL LEVEL AND SYSTEM



Key: 1=no use; 2=little use; 3=moderate use;
4=extensive use; 5=very extensive use
S=State; SR=State Religious; A=Arab; D=Druse

tems, Druse teachers report a decrease in lecturing from the elementary to the secondary level. Computer use at different levels of education varies considerably among educational systems. For instance, in the State system most computer use is found in the elementary school, whereas the teachers in the Arab junior high report the most use in the Arab sector and teachers in the Druse high school report using the computer the most in the Druse system. Patterns of audiovisual use among different levels of schooling differ significantly among the educational sectors as well.

Since differences in teaching practices were reported for elementary, junior, and senior high schools, one-way analysis of variance by system was performed in order to identify the nature of these differences at each level of the system.

In the elementary school frequent use of lecturing and moderate use of audiovisual instruction is common in all educational systems. However, the systems differ significantly in their use of the other methods. Teachers in the Jewish sector report more use of computer instruction and learning centers than teachers in the minority sector. Teachers in State elementary schools use small group and individualized instruction more than teachers in other elementary schools.

The teachers in junior high schools report quite similar patterns of use of different teaching methods. The only significant difference among the systems was found in the use of computer instruction. Duncan tests found computer use greater in the State Religious and Arab schools than in State and Druse junior high schools.

High school teachers' responses reveal greater variation among the systems than that found at the elementary or junior high levels. The major commonality among high school teachers is their infrequent use of small group or individualized instruction. Druse teachers report more frequent use of computer instruction and learning centers and more infrequent lecturing than teachers from other systems. Teachers in the Arab sector use computer instruction, audiovisual instruction, and learning centers less than teachers in other systems.

Discipline Methods

Teachers were asked to specify the disciplinary methods used by most of the teachers in their school. Based on factor analysis three indices were formed: external discipline (the pupil is sent to the principal, counselor, or parent for discipline), methods promoting self-discipline (discussion among classmates), and suspension (excluding pupil from class or school). These indices are identical to those used in the principal's analysis. Results of two-way analysis of variance by system and school level show significant variance among school levels for all three indices. There is a significant increase in the use of both external discipline and suspension from elementary to secondary school levels. One-third of elementary school teachers reported the use of external discipline, whereas 40 percent of junior and senior high teachers reported its use. Suspension is not used in elementary schools. Three percent of high school teachers reported the use of suspension in their schools. The use of methods promoting self-discipline decreases from the primary to secondary level. About one-third of the teachers reported using these methods in the primary school, whereas less than 10 percent of secondary school teachers reported their use.

Significant differences among systems were not found for the use of suspension or self-disciplinary methods. However, the use of external disciplinary methods varies significantly among the systems. Teachers in State schools report the most use of external discipline (41 percent), State Religious and Arab teachers the next most (35 percent), and Druse teachers the least use (29 percent).

Statistical analysis also found significant interactions of system and school level for the use of external and self-discipline methods. In the Arab system more high school teachers (60 percent) use external discipline than Arab junior or elementary school teachers (30 percent), whereas in State and Druse systems in both junior and senior high more teachers use external discipline than elementary school teachers, and in the State Religious system the use of external discipline is equivalent for different levels of schooling. In the State and Arab systems the use of self-discipline decreases significantly from elementary (35 percent and 29 percent respectively) to junior high school (8 percent and 6 percent respectively), whereas in the Druse system the elementary and junior high have equal levels of use which are higher (21 percent) than that of the high school (6 percent).

Evaluation Methods

Teachers were asked to identify the criteria used for evaluating learning progress or achievements in their school. Three alternative criteria of assessment were presented: normative comparisons among students, criterion reference testing, or evaluation of individual progress in terms of effort and ability. Two-way analysis of variance by system and school level (Appendix Table A6.1) found significant variation among the systems in their use of all forms of evaluation and an interaction effect for the use of criterion reference evaluation. No significant differences were found among school levels. Jewish sector schools differed from the minority sector in their use of the three types of evaluation criteria. Teachers in the Jewish sector reported less use of normative evaluation and more use of criterion reference evaluation and evaluation of individual progress than teachers in the minority sector schools.

Analysis of the differences among the systems at each level of the system highlights the specific differences. Elementary schools in the four systems differ significantly in their use of each type of evaluation criteria. Teachers in Arab elementary schools reported using normative reference evaluation significantly more than other systems. State Religious school teachers reported using this criteria less than other systems. Criterion reference and individual progress evaluation is used significantly more in the Jewish sector than in minority schools.

In junior high schools significant differences among the systems were found only for the use of criterion reference evaluation. State system teachers report using this standard of evaluation significantly more than teachers in State Religious and Druse schools.

On the high school level significant differences were also found among systems in the use of criterion and individual progress evaluation. Teachers in Druse high schools reported using criterion reference evaluation significantly less than teachers in the other systems, and teachers in Arab sector schools reported using individual progress as an evaluation criteria significantly less than teachers in other systems.

In summary, criterion reference evaluation is the most prevalent method of evaluation in Israeli schools, whereas individual progress is the evaluation method used the least in Israeli schools. Teachers in State and State Religious systems reported more use of both criterion evaluation and individual progress evaluation than their colleagues in the minority sector.

Informal Education and After School Student-Teacher Relations

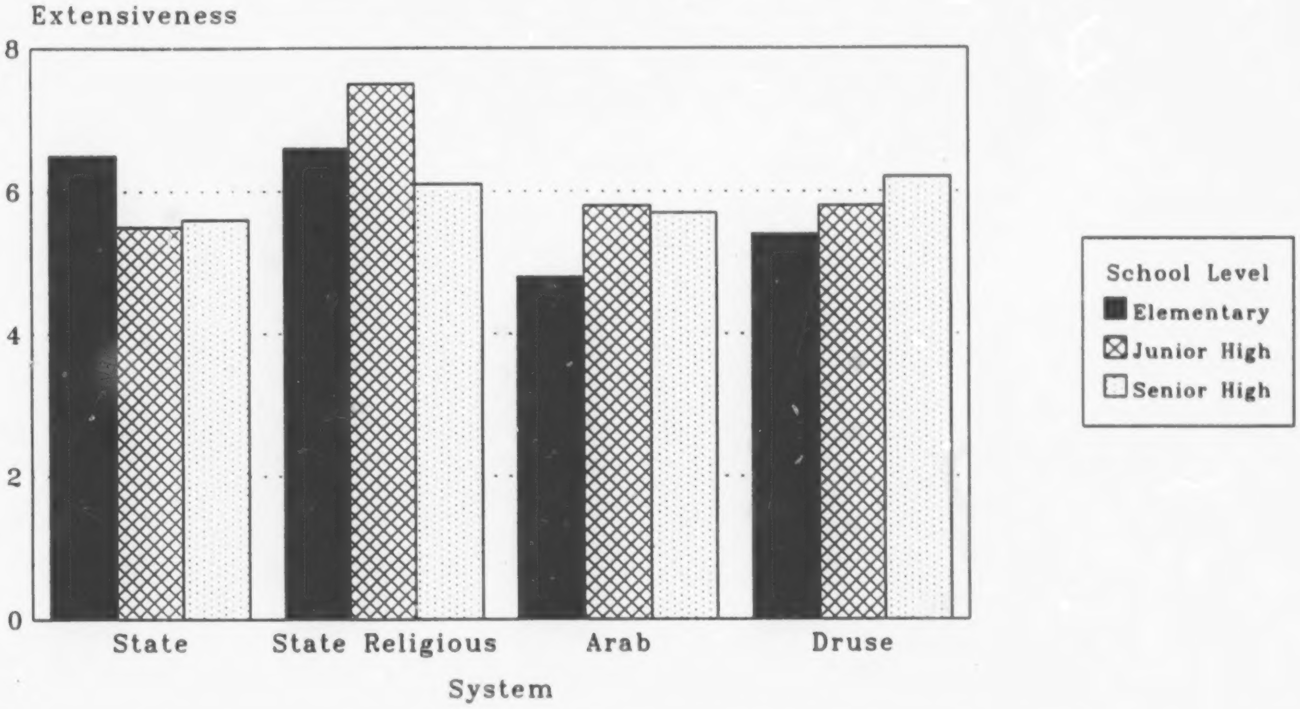
The extensiveness of informal education activities and teacher-pupil relations outside of school affects the formation of school culture and community relations. Teachers' perspectives on these attributes of curriculum were assessed. Teachers were asked to report the frequency with which informal educational activities were held in their schools and the extent to which these activities were integrated into the regular school day or held after school hours. These two questions were combined to create a scale of the extensiveness of informal activities in school life.

Two-way analysis of variance by system and school level of the extensiveness of informal activities found significant differences among systems, school levels, and an interaction between system and school level. Teachers in State Religious schools reported having significantly more extensive informal activities than other systems, whereas in the Arab sector teachers reported significantly less extensive informal activities. The extensiveness of informal education decreases in a step-wise fashion from the elementary level to the secondary level.

Looking at differences among systems at each school level we find significant differences among the systems on the elementary and junior high levels but not the high school level. Teachers in Jewish sector elementary schools reported more extensive informal activities than their counterparts in minority schools, whereas in junior high schools, teachers in the State Religious system reported significantly more extensive informal activities than other systems.

Figure 6.5 presents the means for extensiveness of informal activities by school level and system. In the State system teachers reported more extensive informal education in elementary schools than in secondary school. In the State Religious system junior high school teachers reported more extensive informal activities than elementary or high school teachers. In the Arab system informal activities are least extensive in the elementary school and junior high schools hold such activities slightly more than high schools. Druse teachers reported the most extensive informal activities in high school and the least in the elementary school.

FIGURE 6.5
TEACHERS' REPORTS OF THE EXTENSIVENESS OF INFORMAL EDUCATION BY SCHOOL LEVEL AND SYSTEM



Key: 4=semesterly activities during school day, 5=bi-monthly or tri-monthly activities during or after school day, 6=monthly activites after school, 7=weekly activities after school day, 8=weekly activities during and after school day

Teachers were asked to classify the types of relations teachers and pupils have outside of the school on a scale ranging from having no relations among most of the pupils and teachers to having both social and educational contacts among most teachers and pupils outside of the school. On the average, relations among pupils and teachers after school are restricted to limited contacts among a few students and teachers of a social or educational nature. Two-way analysis of variance by system and school level found significant variation among systems on this variable but no significant variation among school levels. In the State system relations are reported to be restricted primarily to contacts among a few students and teachers related to learning. Teachers in the State Religious and Arab systems report that some pupils and teachers have social relations after school hours. Druse teachers also tend to have relations similar to those in State Religious and Arab schools, but some teachers also report that some teachers and pupils have both social and educational contacts outside of school.

The extensiveness of informal education and informal contacts of teachers and students after school are indicators of the development of a more extensive sense of community of school members. From these findings we see that these measures are not fully correlated. Informal activities are more extensive in the State and State Religious systems than in the Druse and Arab systems, whereas relations among teachers and pupils outside the school are more extensive in Druse schools than other schools. Informal activities are more extensive in primary school than secondary school, but no differences were found between primary and secondary levels in the degree or nature of teacher-pupil relations outside of school.

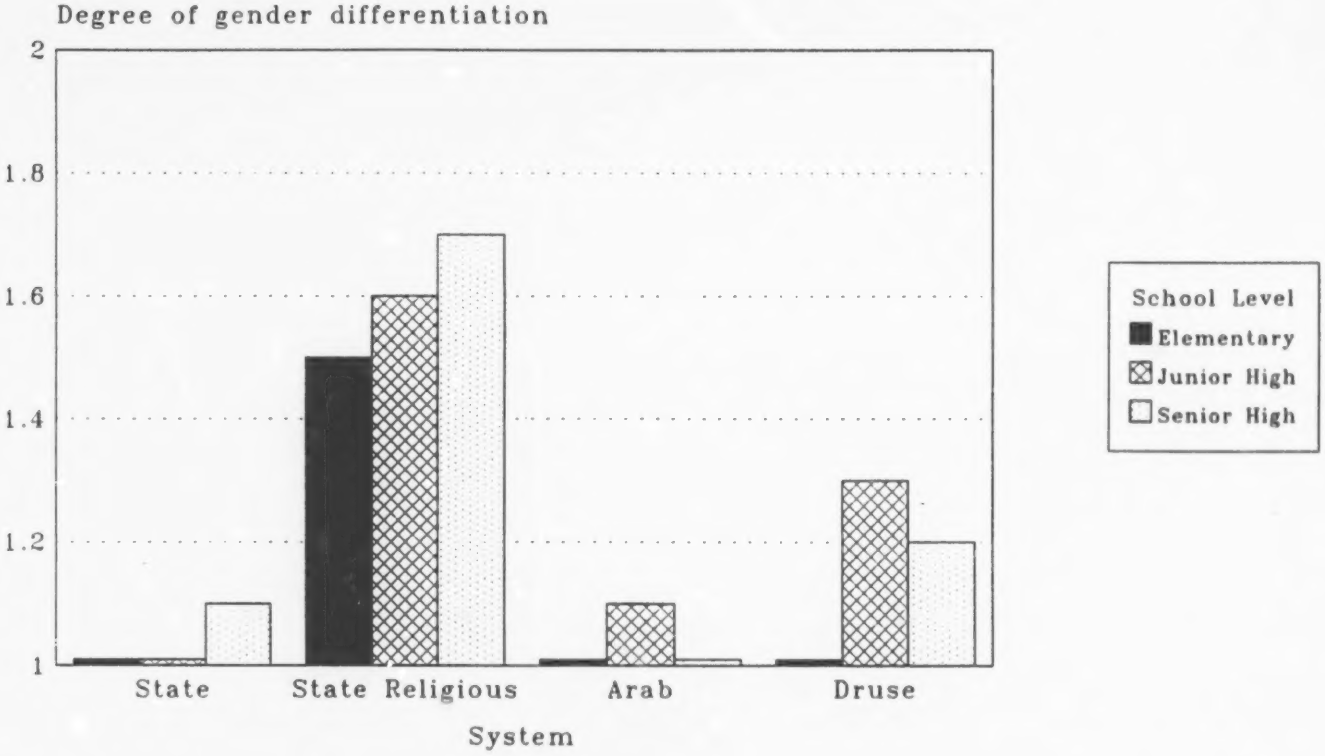
Organization of Learners

Two aspects of the organization of learners were investigated: gender differentiation and tracking. Significant differences were found among systems in the degree of gender differentiation and tracking. Teachers report that gender differentiation does not occur in State, Arab, and Druse schools; both sexes study the same curriculum together. However, gender differentiation is common in State Religious schools. Gender differentiation increases with progression from primary education to secondary education in our sample.

On the average, some tracking occurs in most schools in our sample. However, the systems are distinguished by the rigidity of tracking, whether pupils may move from one track to another. The analysis of variance results show that tracking in Jewish schools is more flexible than in minority schools. Type of tracking varies in a curvelinear fashion with level of schooling. Elementary schools are reported to have the most rigid tracking, high schools the next most rigid procedures, and junior highs the least rigid tracking procedures.

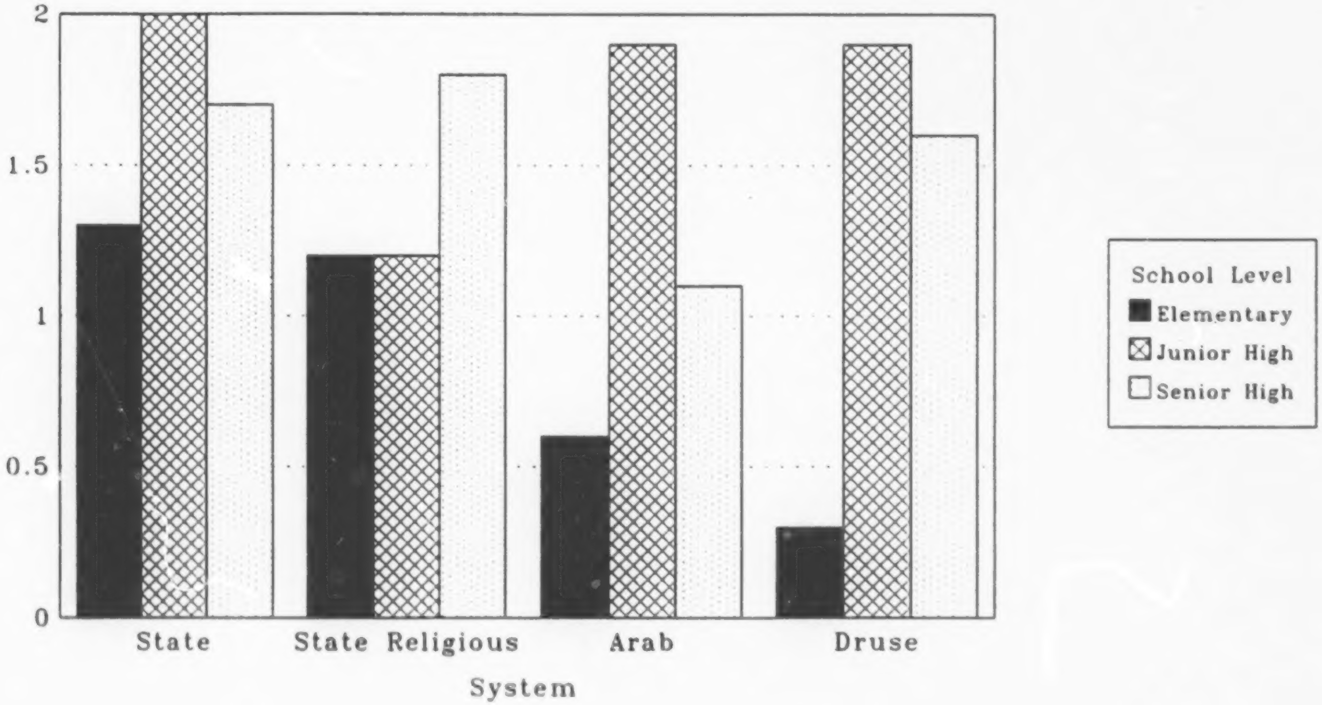
Significant interactions between system and school level are found in two-way analyses of variance of both variables. These interactions are shown in Figures 6.6 and 6.7.

FIGURE 6.6
TEACHERS' REPORTS OF GENDER DIFFERENTIATION BY SCHOOL LEVEL AND SYSTEM



Key: 1=no gender differentiation; 2=complete gender differentiation

FIGURE 6.7
TEACHERS' REPORTS OF TRACKING
BY SCHOOL LEVEL AND SYSTEM



KEY: 0 = No tracking
1 = Rigid tracking
2 = Flexible tracking

Figure 6.6 shows that State and Arab schools have no gender differentiation at any level in the system, whereas State Religious and Druse schools have different degrees of gender differentiation at different levels of schooling. State Religious schools practice gender differentiation more than other systems at every school level. But gender differentiation in State Religious schools increases significantly at the high school level. In the Druse system elementary schools have no gender differentiation, whereas limited gender differentiation is found in the junior high and greater gender differentiation in high school.

Figure 6.7 shows the nature of the interactions between systems and school level for tracking. Different patterns of tracking per school level are evident in different systems. State schools have rigid tracking only at the elementary level and more flexible tracking on the secondary level. State Religious schools have rigid tracking on both the elementary and junior high levels and more flexible tracking in high schools. Arab schools have less tracking on the elementary level, flexible tracking in junior high, and rigid tracking in high schools. Druse schools have no tracking on the elementary level, and flexible tracking on the secondary level.

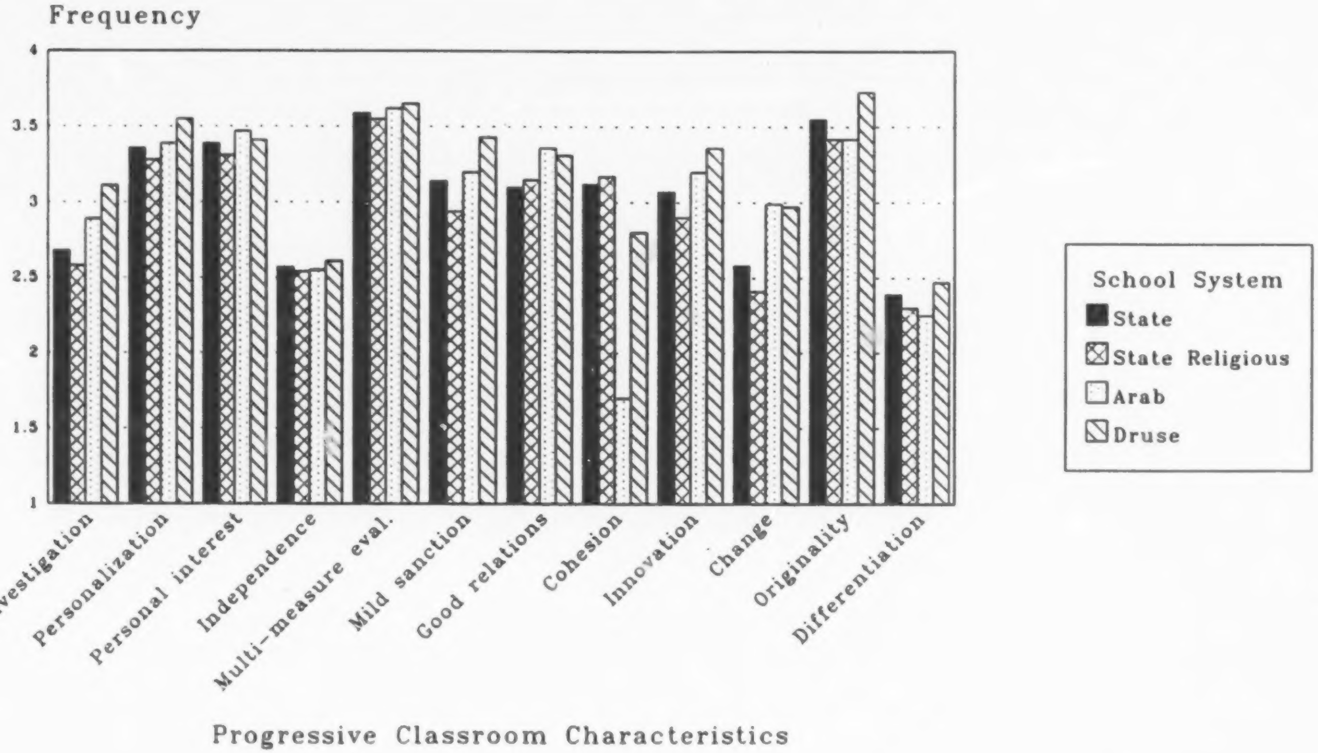
In summary, according to teachers, categorization of learners is prevalent in the education system primarily on the basis of achievement. Tracking is practiced in most schools from primary through secondary school. Differentiation on the basis of gender is not common in primary schools but becomes more prevalent in the secondary school. The State Religious system is characterized by a higher degree and more rigid categorization of learners on the basis of ascriptive and achievement categories than other systems. Druse schools tend to categorize by gender with progression in school level, but have a less rigid approach to achievement categorization. Arab and State schools categorize primarily on the basis of achievements, but the flexibility of categorization in these systems at the elementary and high school levels differ.

The Classroom Environment

The analysis of the classroom environment questionnaire is based on a profile of seventeen characteristics of teaching practices as reported by teachers in our sample. Eleven of these indicators measure the characteristics of a progressive, student-centered classroom environment, whereas six indices reflect the traditional authoritative classroom environment. The self-ratings reported by teachers from the four systems for indices of the progressive, student-centered environment are presented in Figure 6.8 and those for the traditional authoritative classroom are shown in Figure 6.9.

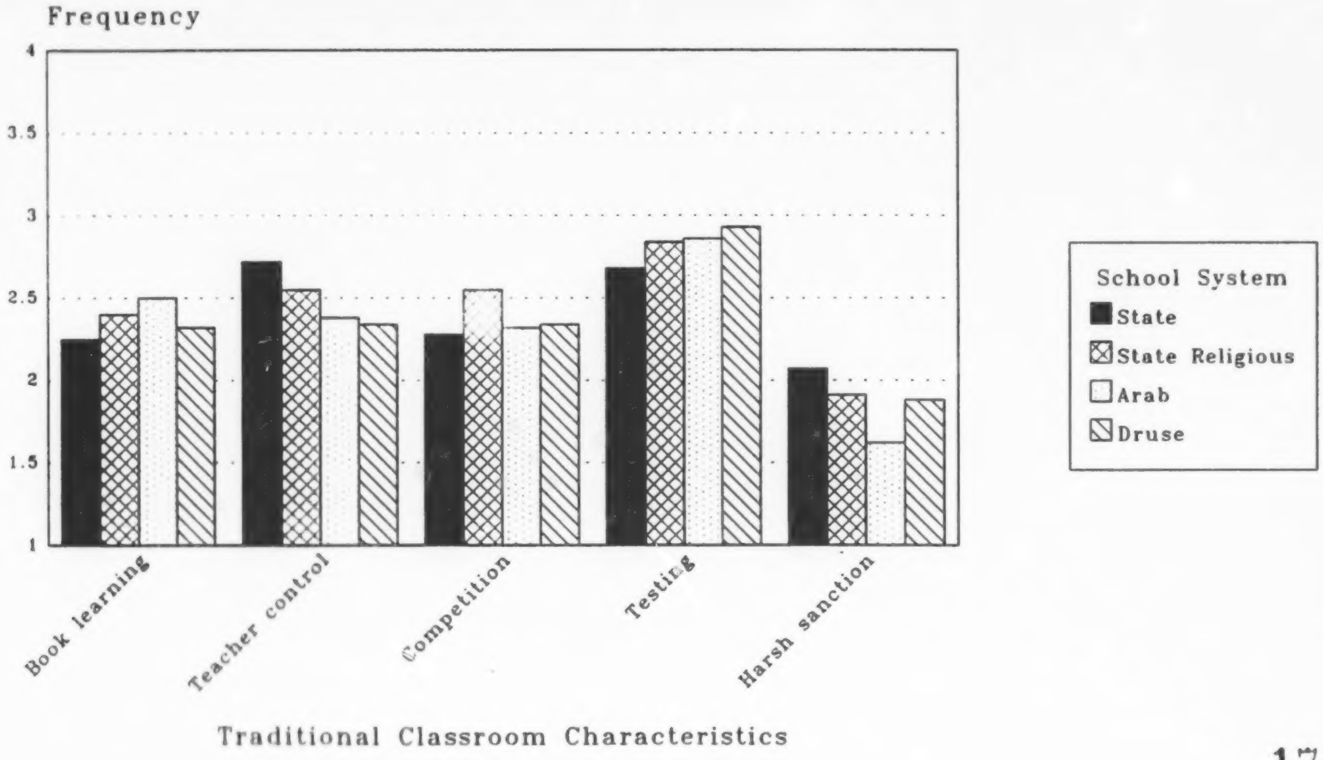
On the average, teachers described their own class more as a student-centered environment than a traditional authoritative environment. However, two-way analyses of variance by system and school level found significant differences among the systems, among levels of schooling, and significant interaction effects between system and school level on the majority of these measures of classroom environment.

FIGURE 6.8
TEACHERS' REPORTS OF PROGRESSIVE CLASSROOM CHARACTERISTICS BY SYSTEM



Key: 1=never; 2=sometimes; 3=often; 4=always

FIGURE 6.9
TEACHERS' REPORTS OF TRADITIONAL CLASSROOM CHARACTERISTICS BY SYSTEM



Key: 1=never; 2=sometimes; 3=often; 4=always

The two variables not found to differ among the systems were involving students in learning decisions and using a number of measures of achievement as a basis for grading. On the average, teachers said they frequently used a number of different indicators of achievement for grading, whereas they reported infrequent involvement of pupils in decisions regarding the content or process of learning.

Significant differences were found among the systems on nine out of eleven measures of the student-centered class environment. A fairly consistent pattern of differences is apparent in Figure 6.8. Druse teachers describe their classes as more progressive and student-centered than their counterparts in other systems. They report a greater frequency of inquiry learning, person-centered individualized instruction, encouragement of creativity and innovation, and a more cooperative climate in the classroom than other teachers. In contrast, teachers from the State Religious schools report the least frequent use of inquiry learning, encouragement of creativity and innovation, and indirect control methods as compared to teachers from other systems. Teachers from State schools rate themselves in between these two systems on six indices: inquiry, indirect control, student-centered and individualized instruction, encouraging creativity, and innovation. Arab and Druse teachers report a similar level of frequency in use of inquiry learning, of cooperative behavior of pupils, and of innovation in the classroom, and a degree of indirect control and personalization similar to that of State school teachers. However, Arab teachers report the lowest level of differentiation among pupils in the classroom of all systems.

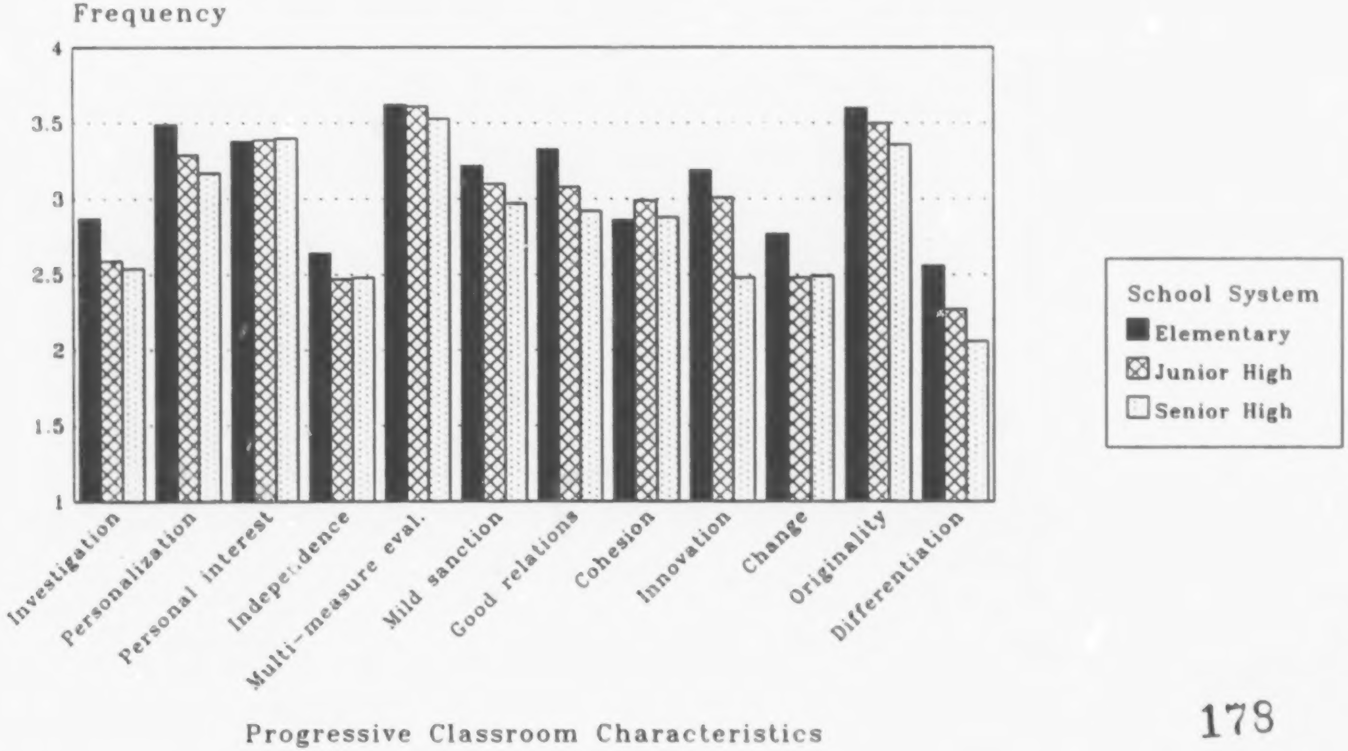
The pattern of differences among systems on indicators of the traditional classroom environment is much less consistent than that described above. Teachers in State schools report the most infrequent use of book learning and testing as the sole basis for grading achievements, and the least encouragement of competition in the classroom as compared to teachers in other systems. Arab teachers say they use book learning and encourage competition among students more than teachers from other systems.

On the whole, Druse and State school teachers describe their class environments as more progressive and less traditional than Arab and State Religious teachers.

No differences among school levels were found for four variables: grading by multiple criteria, responsiveness of the teachers to individual pupils during lessons, good relations among pupils in the class, and use of book learning. Teachers reported that frequently pupils had good relationships with each other in class and that they responded to individual pupils quite frequently during lessons. They also reported using book learning infrequently in their classrooms.

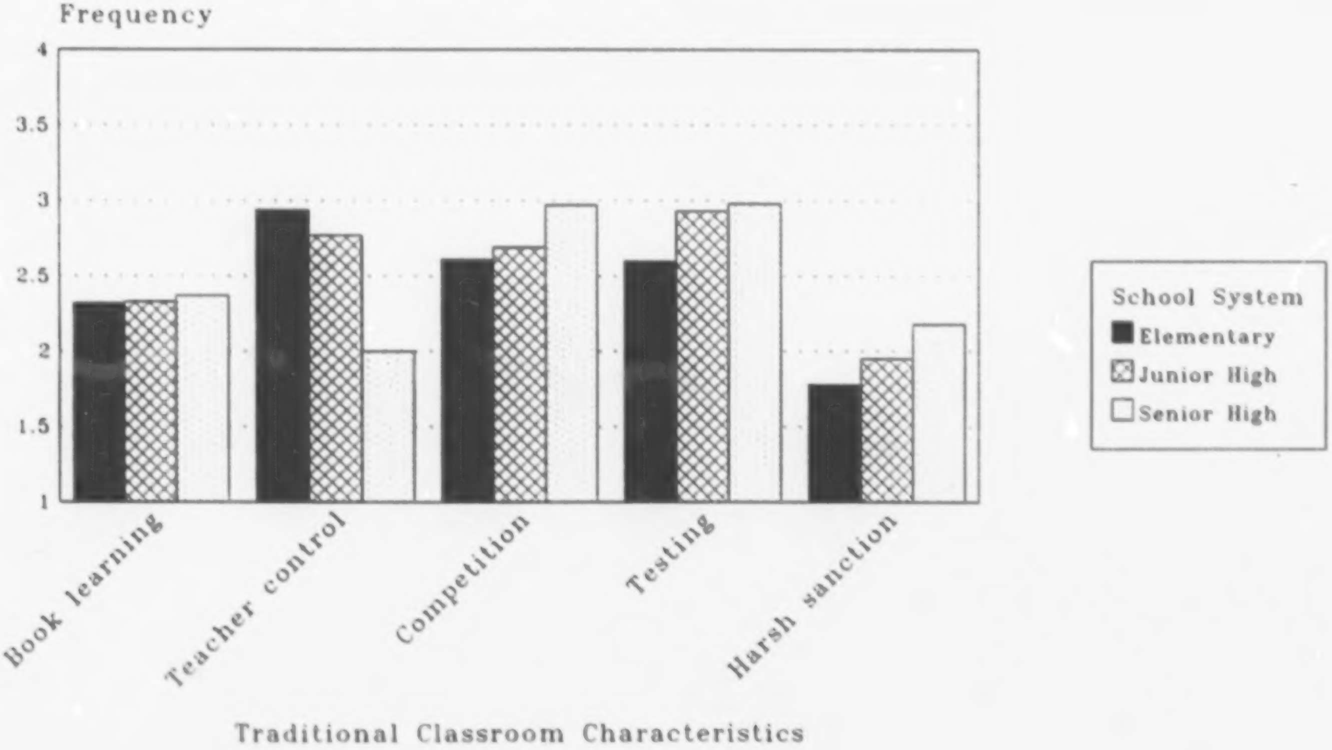
Figures 6.10 and 6.11 present the profiles of elementary, junior high and high school classrooms for progressive and traditional classroom environments. The profiles are very consistent. Elementary classrooms are reported to be more progressive and student-centered than secondary level classrooms. Classroom environments on the high school level are characterized by a more traditional and authoritative environment than those of junior high schools.

FIGURE 6.10
TEACHERS' REPORTS OF PROGRESSIVE CLASSROOM CHARACTERISTICS BY SCHOOL LEVEL



Key: 1=never; 2=sometimes; 3=often; 4=always

FIGURE 6.11
TEACHERS' REPORTS OF TRADITIONAL CLASSROOM CHARACTERISTICS BY SCHOOL LEVEL



Key: 1=never; 2=sometimes; 3=often; 4=always

Analyses of variance tests found significant interaction effects between system and school level for the majority of the indices of classroom environment. The overall picture that emerges from analyzing the means for these variables is that in the State system the elementary classroom environment is more inquiry-oriented, individualized and pupil-centered, and less authoritative than the junior or senior high classroom, whereas in the other systems these characteristics are not consistently more prevalent in the primary school. State Religious system elementary, junior, and senior high classroom environments have for the most part very similar characteristics. In the Arab system elementary and junior high classrooms are more inquiry-oriented, individualized, and pupil-centered, and less authoritative than high school classrooms. However, teachers in senior and junior high classrooms allow pupils to participate in decision-making more than elementary school teachers. In the Druse system junior high teachers report more differentiation, innovation, and encouragement of creativity than elementary or senior high teachers. However, elementary and high school teachers encourage inquiry learning more frequently than junior high teachers. In addition, Druse high school teachers are more authoritative and use testing as the basis of evaluation more than Druse elementary and junior high teachers.

Characteristics of Organizational Life

Teachers' perspectives on two aspects of organizational life were examined: parents' participation in school life and the degree and type of organizational conflict within the school. Teachers were asked identical questions to those of the principal's interview about parents' participation.

Statistical analysis found significant variance in parents' participation in school life by system and by school level and significant interaction between system and school level. In the State, State Religious, and minority sector, parent participation is moderate in elementary school, moderately low in junior high, and low in high school. Only the Druse system diverges from this pattern. In the Druse system parents participate more in the high school than lower levels.

Teachers were asked to rate the amount of conflict in their school on a Likert scale from no conflict to a great deal of conflict. Then they were asked to specify the types of conflicts that exist. Significant variation in the level of conflict was found in our sample by system and school level. Less conflict was reported in the Druse system than in other systems. Druse teachers said a moderate amount of conflict exists, whereas teachers in other systems rated the amount as moderately high. The amount of conflict increases from a moderate amount in elementary to a moderately high amount in high school. The interaction effect found indicates that this latter pattern does not hold for Druse or State schools where the amount of conflict is greater in the junior high rather than the high school.

Teachers were asked to indicate which of five types of conflicts occurred in their school during the past two years: conflicts between the inspector and staff, conflicts between the principal and staff, conflicts between the principal and certain teachers, conflicts among groups of teachers, and conflicts between parents and staff. On the average, the most prevalent type of conflict, mentioned by about half the teachers, was among groups of teachers. The next most prevalent was conflict between the principal and certain teachers, mentioned by about one-third of the teachers.

Significant variation among educational systems and school levels is found in the percentage of teachers reporting each type of conflict. The percentage of teachers reporting conflicts between inspector and staff or principal and staff is greater in State Religious and Druse schools (19 percent) than in State and Arab schools (12 percent). A larger percentage of teachers in State Religious and Arab schools (36 percent) reported conflicts between the principal and certain teachers than those in State (25 percent) or Druse schools (22 percent). Conflict among parents and staff are reported more by Druse and State system teachers (15 percent) than by State Religious and Arab teachers (9 percent). The majority of the respondents from the State system (60 percent) reported conflicts among groups of teachers, whereas almost half the Druse and Arab teachers reported such conflicts, while only one-third of the State Religious teachers reported conflicts of this type.

Fewer high school teachers reported conflicts between the principal or parents and staff than junior or elementary teachers. However, the majority of high school teachers reported conflict among groups of teachers, whereas a minority of junior or elementary teachers reported this type of conflict. Lastly, a third of junior and senior high teachers reported conflicts between the principal and certain teachers, whereas only a fourth reported such conflicts in junior high schools.

The organizational climate of elementary and secondary schools differs in terms of the amount of parent participation in school life and the amount and types of conflicts prevalent in them. Elementary schools have more parent participation and less conflicts than secondary schools. They have more conflicts between principals and staff and parents and staff than secondary school.

The organizational climate of State, State Religious, Arab, and Druse schools also differs in the amount of parent participation and conflict. State schools are reported to have more parent participation than other systems and the minority schools the least amount. Druse schools have less conflict than other types of schools.

School Success

Teachers were asked to rate the success of their school in achieving its primary educational priority on a five-point Likert scale from not at all successful to very successful. On the average, teachers rated their school as moderately successful. Significant differences in the ratings were found among systems and school levels. State and State Religious school teachers gave their schools a higher success rating than Arab or Druse teachers. Teachers in elementary schools rated their schools as more successful than teachers in secondary schools.

A significant interaction effect was also found between system and school level. State and State Religious school teachers are distinguished from Arab and Druse teachers by the higher success rating on the elementary level. On the junior high level Arab teachers gave a higher rating of success to their schools than Jewish and Druse teachers. In contrast, Jewish and Druse teachers in high schools rate their schools as relatively successful, whereas Arab teachers rate their schools only somewhat successful.

Teachers' Perspectives on Curriculum in Elementary Schools with Different Educational Approaches

Similarities and differences in curriculum among elementary schools with six different educational approaches (open, kibbutz, kibbutz-open, mixed, community, and conventional) were explored using two-way analyses of variance by system and type of educational approach. Significant differences among schools with different educational approaches were found for most aspects of school curriculum. Very few interaction effect between system and type were found.

A number of similarities were found between open schools and mixed-approach schools, between open schools and kibbutz schools, and between community and conventional schools. Open schools and mixed-approach schools are reported by their teachers to have developed comprehensive educational orientations and policy, to emphasize the goal of encouragement of the enjoyment of learning and the development of self-expression, and to have student-centered class environments. Open schools, like kibbutz schools, which also have developed comprehensive school policy, use alternative teaching methods frequently, methods of discipline that encourage self-discipline, and make infrequent use of normative methods of evaluation. Community schools are found to be quite similar to conventional schools in that they report frequent but not systematic policy discussion and only partial development of an educational orientation. The development of enjoyment of learning and self-expression is a lower priority goal of both types of schools. Traditional methods of instruction are more prevalent in these types and evaluation is based more on individual investment in relation to abilities than in other types of elementary schools. Classroom environments in community and conventional schools frequently encourage competition among pupils. The community school and conventional school differ only in their relative emphasis on the development of good citizenship and religiosity, the use of criterion evaluation methods, and the degree of parent participation in school life.

Distinctive profiles may be drawn for each of six pedagogical types in terms of policy development, goal emphases, teaching methods, organization of learners, and classroom environment.

The open school. This school has developed a comprehensive educational orientation and policy which is clear to staff members. It stresses two goals: the development of individual abilities and self-confidence and development of enjoyment of learning and self-expression. Small group and individualized instructional methods predominate. Discipline problems are handled jointly with pupils, thus promoting self-discipline among pupils. Normative criteria of evaluation are used infrequently. Limited contact among teachers and pupils occurs after school hours.

The kibbutz school. Kibbutz schools have a comprehensive educational orientation and policy. Although acquiring basic knowledge and skills is a primary priority of kibbutz schools, it receives less emphasis that in other types of schools. Teaching methods are characterized by the use of small group and individualized instruction and low use of computer instruction. Like the open school, kibbutz schools involve pupils in solving discipline problems, thereby developing self-discipline. Two criteria of evaluation predominate: criterion reference evaluation and individual investment. Relative to other types of schools, teachers in the kibbutz report lower levels of cooperative relationships among pupils and student-centered practices.

The kibbutz-open school. Although combining two types of schools, the kibbutz-open school has distinctive characteristics of its own. Acquiring knowledge and skills is its primary goal, whereas developing religiosity is not a priority at all. Alternative teaching practices are prevalent including the use of learning centers and audiovisual instruction. Evaluation is based on a variety of indicators of achievement, and testing as a basis for grading is not prevalent. The kibbutz-open school uses criterion reference evaluation as its primary criterion for evaluation. Informal education is highly developed and students and teachers have social and educational relationships after school hours as well. Tracking is not practiced. Pupils are involved in decision-making regarding the content and process of learning in the classroom. Competition among pupils is not encouraged, but cooperative working relations is less characteristic of kibbutz-open classrooms than all other types of schools except kibbutz schools.

Mixed approach schools. This type of school generally combines open and community approaches with a focus on special curriculum projects. Like open, kibbutz, and kibbutz-open schools, it generally has a well-developed education orientation and policy. Three goals are primary priorities of these schools: acquiring basic knowledge and skills, developing good citizenship, and developing enjoyment of learning and self-expression. A mixture of teaching methods is used. Computer instruction is applied in a number of subjects. A variety of criteria are used for evaluation with no clear priority among them. The classroom environment is characterized by student-centered teaching practices and a positive climate of relationships exists among pupils.

The community school. Teachers in these schools report that policy is discussed frequently but not systematically and only a partial educational orientation has been developed in the community school. These schools stress the goal of good citizenship and place less emphasis on the enjoyment of learning or developing self-expression. Conventional teaching methods predominate. However, computer instruction is used more in this type of elementary school than in other types. The classroom environment is characterized by teacher control and the encouragement of competition among pupils. Two criteria of evaluation are prevalent: normative evaluation and individual investment. The community school is distinguished by greater parent participation in school activities than other types of schools.

The conventional school. Teachers in conventional schools report that their schools have frequent discussion about educational policy, but only a partial educational policy has been formulated. These schools are distinguished from other types by their greater emphasis on the educational objectives of inculcating religiosity and the acquisition of knowledge. They also place the lowest level of emphasis of elementary school types on developing individual abilities and the enjoyment of learning. Traditional teaching methods predominate in these schools. These schools use lecturing more than other types of schools. They also report the least use of internal methods of discipline. Classroom environments in these schools are characterized by high teacher control, limited pupil participation in decision-making, frequent encouragement of competition among pupils, traditional teaching practices and the use of testing as the sole basis for evaluating pupil progress. Criterion reference evaluation is the predominant method of evaluation in these schools.

Teachers' Perspectives on Curriculum in Four Types of High Schools

We hypothesized the existence of four types of high school sub-cultures which would be reflected in differences in school curriculum: academic, comprehensive, technological, and vocational. To investigate this hypothesis, two-way analyses of variance by system and high school type were performed on the curriculum elements presented previously. Significant differences were found among the four types of high schools in emphases on different educational goals, in the organization of learners, in the use of teaching methods and evaluation criteria, and to a more limited extent in classroom environment characteristics. Table 6.2 shows the means and standard deviations of these variables for the different types of high schools. We will summarize the distinctive characteristics of each of these sub-cultures.

Academic high schools place significantly greater emphasis than other types of high schools on three educational objectives: acquiring basic knowledge and skills, developing religiosity, and transmitting cultural heritage. Emphasis is also placed on developing citizenship and individual potential, but the level of emphasis is lower than that of vocational high schools. Traditional teaching methods predominate in these schools. Lecturing is used more frequently and computer instruction, audiovisual aids, and learning centers less frequently than in other types of high schools. Teachers use criterion reference evaluation and individual progress more than teachers in other types of high schools as a basis for evaluation. The classroom environment is characterized by frequent use of inquiry learning, but infrequent student-centered and innovative teaching practices. Although gender differentiation of curricula is limited, it is greater in this type of high school than other types. Tracking is common but somewhat flexible. Teachers in academic high schools rated their schools as successful in achieving their main objectives; this rating was significantly higher than other types of high schools.

The rank ordering of the importance of educational objectives for teachers in comprehensive high schools differs from that of teachers in academic high schools. Similarly to academic high school teachers, comprehensive school teachers rank acquiring basic knowledge and skills as a top priority, but less emphasis is placed on this goal than in the academic high school. The goal ranked second in importance is developing individual abilities, and citizenship received third rank. Developing religiosity and cultural transmission are significantly less emphasized than in academic high schools. Computer instruction and the use of audiovisual aids is more prevalent in the comprehensive high school than other types of high schools. The classroom environment is characterized by frequent use of inquiry methods of instruction and

TABLE 6.2

MEANS AND STANDARD DEVIATIONS OF SCHOOL CURRICULUM CHARACTERISTICS FOR ACADEMIC, COMPREHENSIVE, TECHNOLOGICAL AND VOCATIONAL HIGH SCHOOLS

	Academic		Comprehensive		Technological		Vocational	
	x	sd	x	sd	x	sd	x	sd
Educatonal Priorities Citizenship	3.96	.9	3.63	.9	3.53	1.0	4.11	1.0
Knowledge	4.25	.9	4.00	1.0	3.92	.8	4.05	1.1
Develop individual	3.73	1.0	3.71	1.0	3.43	1.1	3.84	1.2
Voc. prep.	3.21	1.1	3.38	1.0	3.97	1.1	4.05	1.1
Religiousity	3.18	1.6	1.96	1.2	1.26	0.5	2.95	1.2
Enjoyment	3.47	1.0	3.17	0.9	3.09	0.9	3.65	1.2
Cultural trans.	3.45	1.1	2.92	1.1	2.60	0.8	3.42	1.0
Policy Policy dis.	2.18	.9	2.29	0.9	2.61	1.0	1.76	.8
Policy dev.	1.82	.7	1.78	.7	2.15	0.6	1.42	.6
Teaching Methods Individual and small group	2.03	0.9	2.34	1.0	2.28	0.9	2.85	1.0
Lecture	4.38	0.9	4.02	1.2	4.32	0.9	3.63	1.2
Computer inst.	2.14	0.7	2.67	0.7	2.48	0.8	1.58	0.8
Audiovisual	2.83	0.7	2.88	0.9	2.87	0.8	2.84	0.8
Use of learning centers	1.48	0.8	1.51	0.6	1.61	0.8	2.16	1.0
Informal education	6.20	2.1	5.79	2.1	5.07	2.1	5.55	2.2
Student-teacher relations	3.11	1.2	2.63	1.3	2.25	1.2	2.47	1.6

TABLE 6.2 continued

MEANS AND STANDARD DEVIATIONS OF SCHOOL CURRICULUM CHARACTERISTICS FOR ACADEMIC, COMPREHENSIVE, TECHNOLOGICAL AND VOCATIONAL HIGH SCHOOLS

	Academic		Comprehensive		Technological		Vocational	
	x	sd	x	sd	x	sd	x	sd
Discipline External	.43	.3	.41	.3	.53	.3	.47	.3
Internal	.10	.3	.07	.3	.03	.2	.21	.4
Suspension	.03	.2	.05	.2	0	0	0	0
Org. of Learning Sex differentiation	1.40	.5	1.20	.4	1.20	.4	1.20	.4
Tracking	1.57	.7	1.78	.6	1.60	.7	1.00	1.0
Evaluation - Individual progress	0.63	.5	0.44	.5	0.38	.5	0.61	.5
Parent participation	2.20	.8	2.08	.8	1.85	.8	1.39	.6
School success	3.69	.7	3.53	.7	3.44	.8	3.40	.7
Classroom Environment Investigation	2.58	.8	2.59	.7	2.32	.7	2.40	.7
Personalization	3.07	.6	3.25	.6	3.03	.6	3.35	.7
Sanction	2.14	.7	2.27	.7	2.20	.7	1.55	.5
Cohesion	2.77	.9	2.93	.7	2.79	.9	3.25	.6
Innovation	2.88	.7	2.96	.6	2.92	.7	2.95	.7
Differentiation	2.07	.7	2.14	.7	1.86	.7	1.98	.6

Note: The number of respondents varies because of missing values.
Academic = 105 > n < 120; Comprehensive = 175 > n < 191; Technological = 55 > n < 75; Vocational = 17 > n < 20

student-centered teaching practices. Rigid tracking is common in the comprehensive high schools, but gender differentiation is reported to be uncommon. Teachers rated the comprehensive high as having moderate success in achieving its educational goals.

According to their teachers, technological high schools place their greatest emphasis on vocational preparation and acquiring basic knowledge and skills. All other goals receive moderate emphases. The technological school teachers' relative emphases on all the goals is lower than those of teachers in other types of high schools. Teaching methods most common to this type of school are lecturing and the use of audiovisual aids; in other words, conventional teaching. Classroom environments are characterized by *infrequent* use of inquiry learning and student-centered instruction, and more *frequent* use of severe disciplinary sanctions. Evaluation of learning is primarily based on criterion reference evaluation. Teachers rate the technological school as somewhat successful, but their rating is significantly lower than academic or comprehensive high schools.

Vocational high school teachers greatly emphasize the goals of citizenship, acquiring basic knowledge, and vocational preparation. They place more emphasis on the enjoyment of learning and development of self-expression and the development of individual abilities than other types of schools. The use of small group and individualized instruction and learning centers is more prevalent in vocational schools than other types of high schools. However, computer instruction is less prevalent in this type of high school than other types. Classroom environments are characterized by frequent student-centered instruction, but also competitiveness among pupils. Severe disciplinary sanctions are less frequent in these environments. Student achievement is primarily evaluated by individual investment and progress. Teachers in these schools report limited success at achieving their school's main educational objectives.

Analyses of variance also showed significant interaction effects between system and high school type. These findings indicate that characteristics of the different types of high schools in different systems differ somewhat from each other. State, State Religious, and Arab academic high schools differ in their relative emphases on different school goals, in their teaching methods, classroom environments, and organization of learners.

State academic high schools emphasize developing individual abilities significantly more than other academic high schools. Teaching methods in these schools are quite conventional. Their classroom environments are characterized by relatively infrequent student inquiry and a relatively low level of competition among students. Tracking is quite rigid in the State academic high.

State Religious academic high schools put significantly greater emphasis than other academic high schools on developing religiosity, citizenship, and the enjoyment of learning and self-expression. They emphasize developing individual abilities the least of the academic high schools. Although small group and individualized instruction is not very prevalent in these high schools, it is significantly more common than in academic high schools of other systems. The classroom environments of these schools are the least innovative and encourage less student inquiry than other academic high schools. Although tracking is relatively flexible, a high degree of gender differentiation is prevalent with single sex schools predominating.

Arab academic high schools emphasize vocational preparation as an important school goal alongside acquiring knowledge. Their emphasis on vocational preparation is more pronounced than that reported in Arab comprehensive or technological schools and significantly greater than other academic high schools. Emphasis on developing individual abilities and citizenship is significantly lower than in Jewish academic high schools. Traditional teaching methods predominate. However, teachers report that they frequently encourage student inquiry and originality in the classroom. Moreover, Arab academic teachers encourage competition among students significantly more than their Jewish counterparts in similar schools. No gender differentiation is reported, but rigid tracking is prevalent.

State and State Religious vocational high schools included in our sample differ significantly as well. In the State system, vocational high schools emphasize citizenship, developing individual abilities, and the encouragement of enjoyment of learning and self-expression significantly more than other types of high schools in the same system. The opposite is true of the State Religious vocational school which puts the least emphasis on these goals as compared to other types of high schools. In State vocational high schools small group and individualized instruction is quite common, whereas these methods of instruction are uncommon in the State Religious vocational high school. Limited tracking is common in State vocational school, whereas flexible tracking is the norm in the religious vocational school. The classroom environment in State vocational high schools promotes some student inquiry and uses verbal sanctions and discussion for student discipline. In contrast, the State religious classroom environment encourages inquiry *infrequently* and promotes more competition among students.

State technological high schools differ significantly from Arab technological high schools. The State schools emphasize developing the individual and citizenship more than the Arab technological school. Teaching methods are more traditional in the Arab sector. The Arab classroom environment is characterized by more individual attention to the student and encouragement of originality and competition among students than the Jewish classroom in this type of high school. No tracking is reported in Arab technological high school, whereas flexible tracking is characteristic of State technological high schools.

Some differences among the comprehensive high schools in the systems are also noticeable. The Druse comprehensive high school places greater emphasis on developing individual potential than other comprehensive schools. Computer instruction is more prevalent in the Druse high school than its counterparts. Classroom environments in the Druse comprehensive high are characterized by frequent inquiry learning, encouragement of originality and of competition among students, as well as using multiple measures of achievement as a basis for grading. State Religious comprehensive high schools emphasize religiosity more than other comprehensive schools. They are also characterized by greater gender differentiation than their counterparts. State comprehensive schools emphasize developing citizenship more than schools in other systems. They also have more flexible tracking than other comprehensive high schools. Compared to other systems, Arab comprehensive schools place the least emphasis on the goals of vocational preparation, developing individual abilities, and citizenship. In the Arab comprehensive school teaching methods are characterized by less lecturing and more small group instruction than other comprehensive high schools. Informal education is limited. Tracking is rigid. The classroom environment encourages more frequent student inquiry but also more competition than Jewish comprehensive classrooms. Classes in the Arab comprehensive high school are the least innovative among comprehensive schools.

Summary

The image of school curricula in the Israeli school system that emerges from the foregoing analysis of teachers' perspectives is one of great diversity and very limited commonalities. Only two aspects of the school curricula were found common to all educational systems: moderate to low emphasis of vocational preparation and limited use of small group and individualized instruction. Significant differences were found for the majority of other aspects of the school curricula among the educational systems and among levels of schooling. Six types of elementary schools were distinguished in State and State Religious systems: open, kibbutz, kibbutz-open, mixed-approach, community, and conventional. However, community and conventional schools were found to have similar characteristics according to teachers' reports. Our analysis found as well clear differences in the culture and curricula of four types of high schools in the education system: academic, comprehensive, technological and vocational. However, these types of high schools were also shown to have differing characteristics depending on their particular affiliation to educational system. Thus, we identified eleven different high school types in total which have different profiles of educational priorities, teaching methods, classroom environments, and ways of organizing learners.

Chapter 7

Pupils' Perspectives about the Present School Curriculum

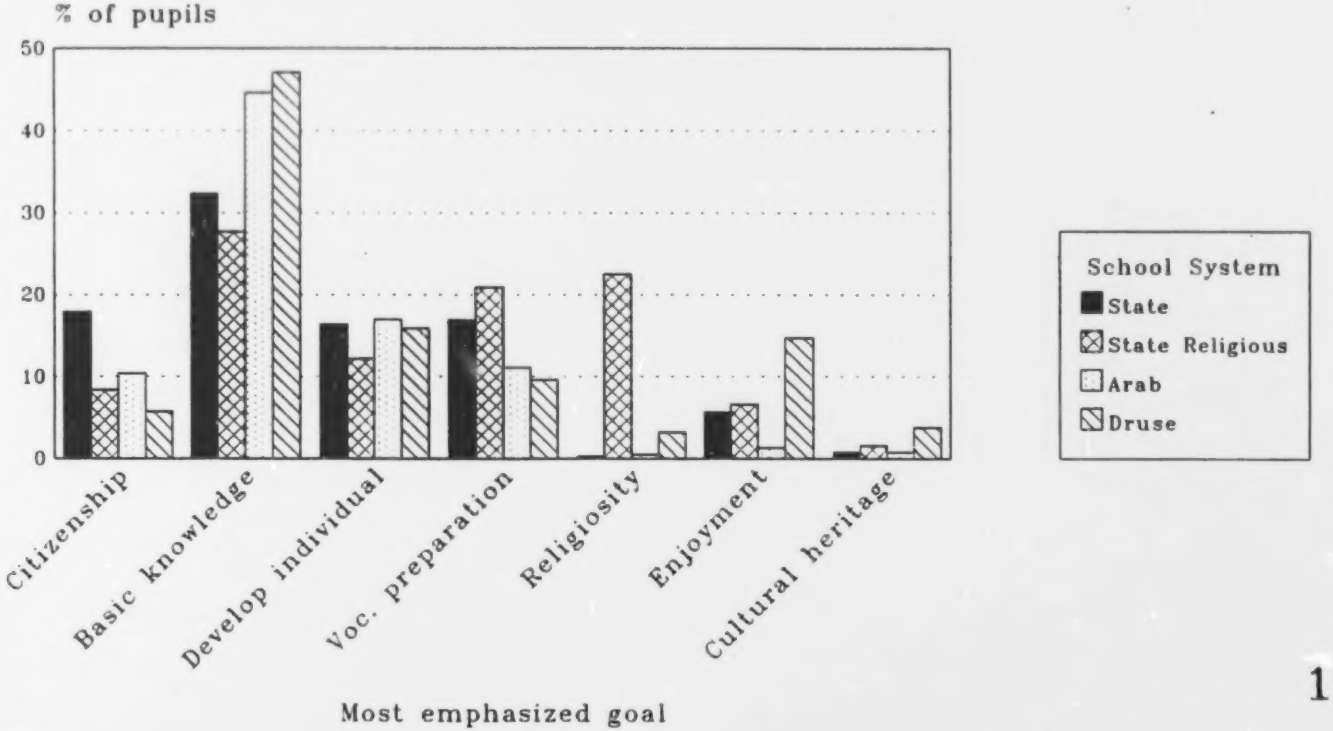
The pupil's position in the social organization of the school limits pupils' information about many aspects of school curriculum. Pupils are more familiar with the characteristics of classroom environments than with schoolwide curriculum practices. Therefore, this study examined only four aspects of pupils' perceptions of the school curriculum: school goals, informal education activities in the school, parents' involvement in school life, and, in the eighth and eleventh grades, the most emphasized subjects in the curriculum. Pupils' views of the characteristics of classroom environments were investigated in more depth. In addition, this study assessed pupils' sense of affiliation with fellow pupils and with their school. In this chapter we analyze, as we have done in previous chapters, the similarities and differences in pupils' perspectives about the present school curriculum among educational systems, school levels, and different types of schools.

Similarities and Differences in Pupils' Views about the School Curricula of Education Systems and School Levels

School Goals

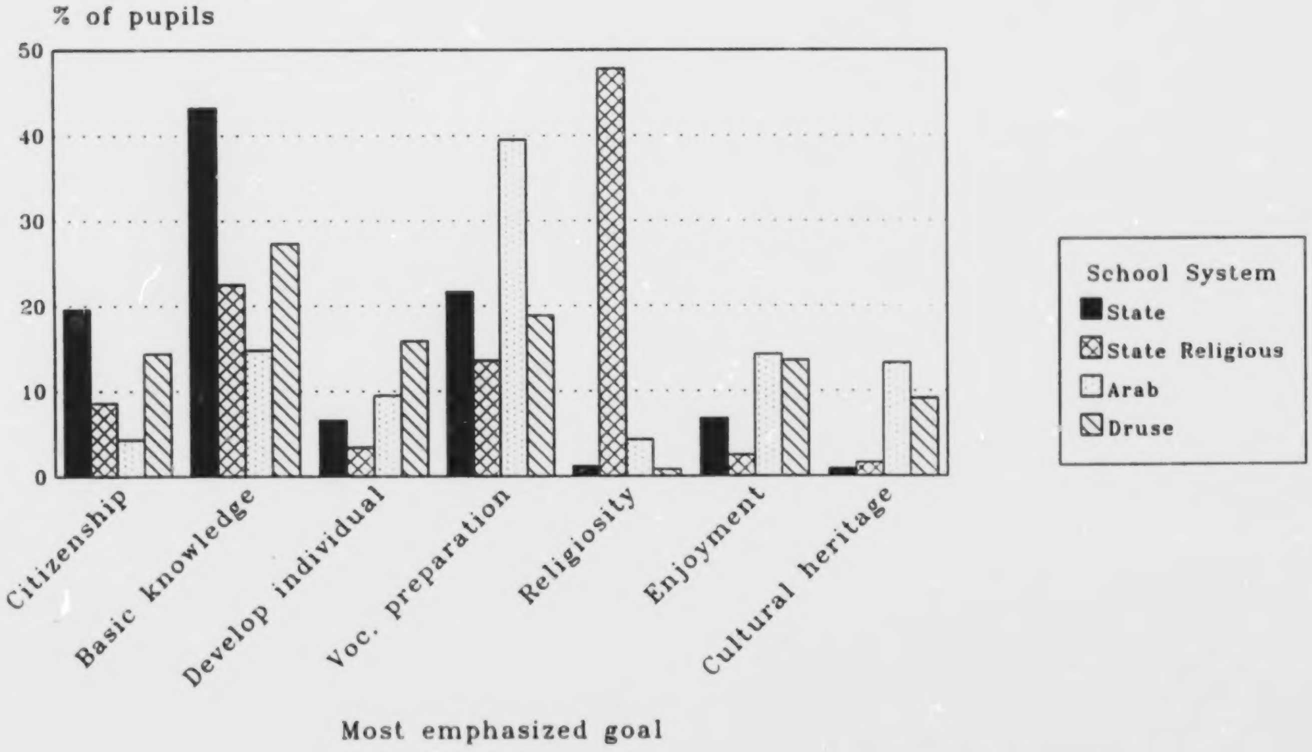
Pupils were asked which of seven school goals was most emphasized by teachers in their schools: the development of good citizenship, the acquisition of knowledge and skills in basic subjects, development of individual abilities and self-confidence, vocational preparation, development of religious belief and a religious way of life, development of self-expression and the enjoyment of learning, and the transmission of cultural heritage. Figures 7.1-7.3 present the distribution of pupil responses by system for each grade level. Significant differences among the systems in the distribution of pupil responses were found in every grade level.

FIGURE 7.1
MOST EMPHASIZED SCHOOL GOAL ACCORDING TO 6TH GRADERS BY SYSTEM



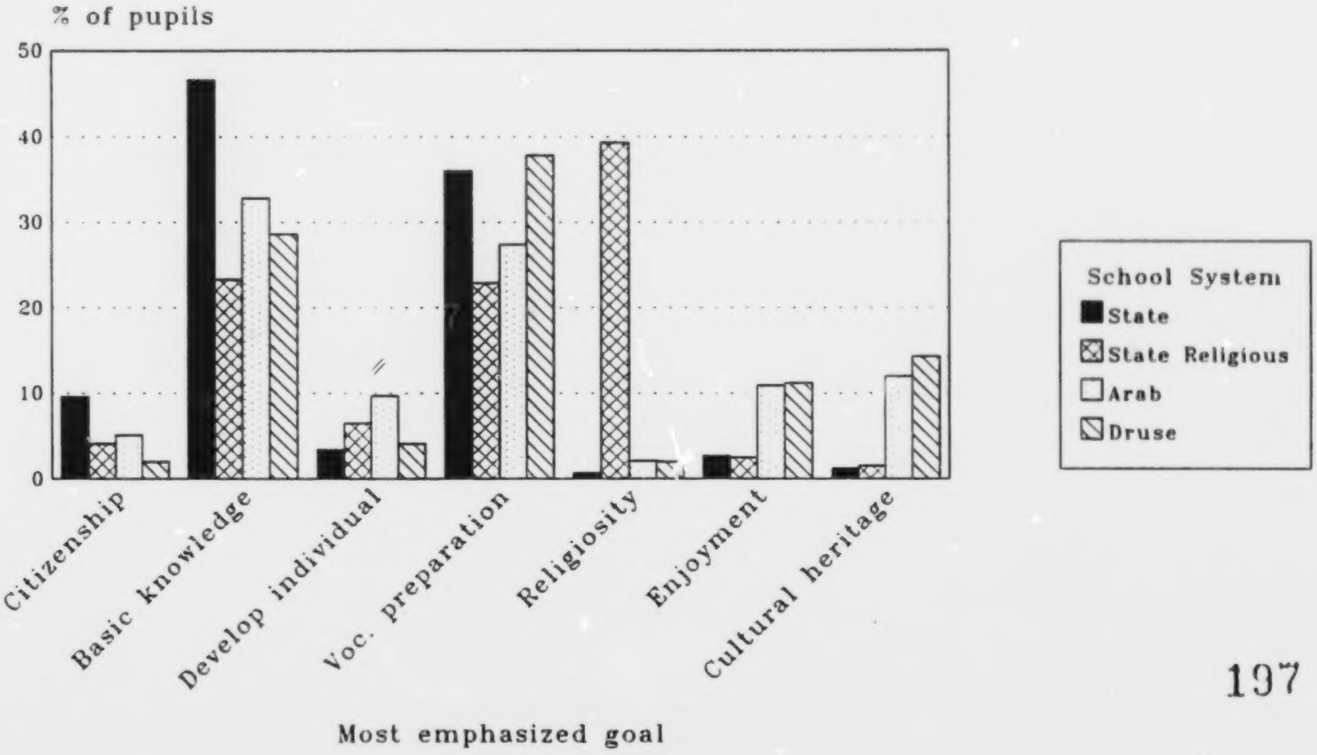
Note: In analyses of pupils' questionnaire number of respondents varies among variables due to missing data. Elementary school pupils responses vary: 3442>n<3565.

FIGURE 7.2
MOST EMPHASIZED SCHOOL GOAL ACCORDING TO 8TH GRADERS BY SYSTEM



Note: Junior high responses vary: 1212>n<1256.

FIGURE 7.3
MOST EMPHASIZED SCHOOL GOAL ACCORDING TO
11TH GRADERS BY SYSTEM



Note: Senior high responses vary: 3081>n<3163.

In the sixth grade the largest percentage of pupils in each system reported that the goal most emphasized was acquisition of knowledge and skills. However, only a minority of pupils in each system chose this goal. The rest of the pupils distributed their choices among the six other goals. This relative distribution of choices indicates that in every system schools emphasize additional goals alongside acquisition of knowledge, and that sixth graders do not concur about their importance in the eyes of their teachers. The degree to which acquisition of knowledge is emphasized relative to other goals is indicated by the relative distribution of pupils' choices among the seven goals. In the Druse and Arab systems, 45 percent of the pupils in the sixth grade chose this goal as the most emphasized. It was chosen significantly more than other goals. In the Jewish sector less than a third of the pupils identified acquisition of knowledge and skills as the most emphasized goal. In other words, Arab and Druse pupils are more in consensus about the rank ordering of goal priorities than Jewish pupils. In addition, Arab and Druse pupils view acquisition of knowledge as clearly more emphasized than other goals.

The goal least emphasized in the eyes of sixth graders is transmission of cultural heritage, which was the least chosen in all systems.

The rank ordering of the other goals may be interpreted from the relative percent of pupils choosing them. Rank ordering of the six other goals differs among the systems. In the State system the rank order of goals is: second — good citizenship, third — developing individual abilities and vocational preparation, fourth — enjoyment of learning, and fifth — developing religiosity. In State Religious schools the rank order of goals is: second — developing religiosity, third — vocational preparation, fourth — developing individual abilities, fifth — good citizenship, and sixth — enjoyment of learning. In the Arab sector the rank order is: second — developing individual abilities, third — vocational preparation, fourth — good citizenship, fifth — enjoyment of learning, and sixth — developing religiosity. In the Druse schools, the order of pupils' choices is developing individual abilities, enjoyment of learning, vocational preparation, good citizenship, and last, developing religiosity.

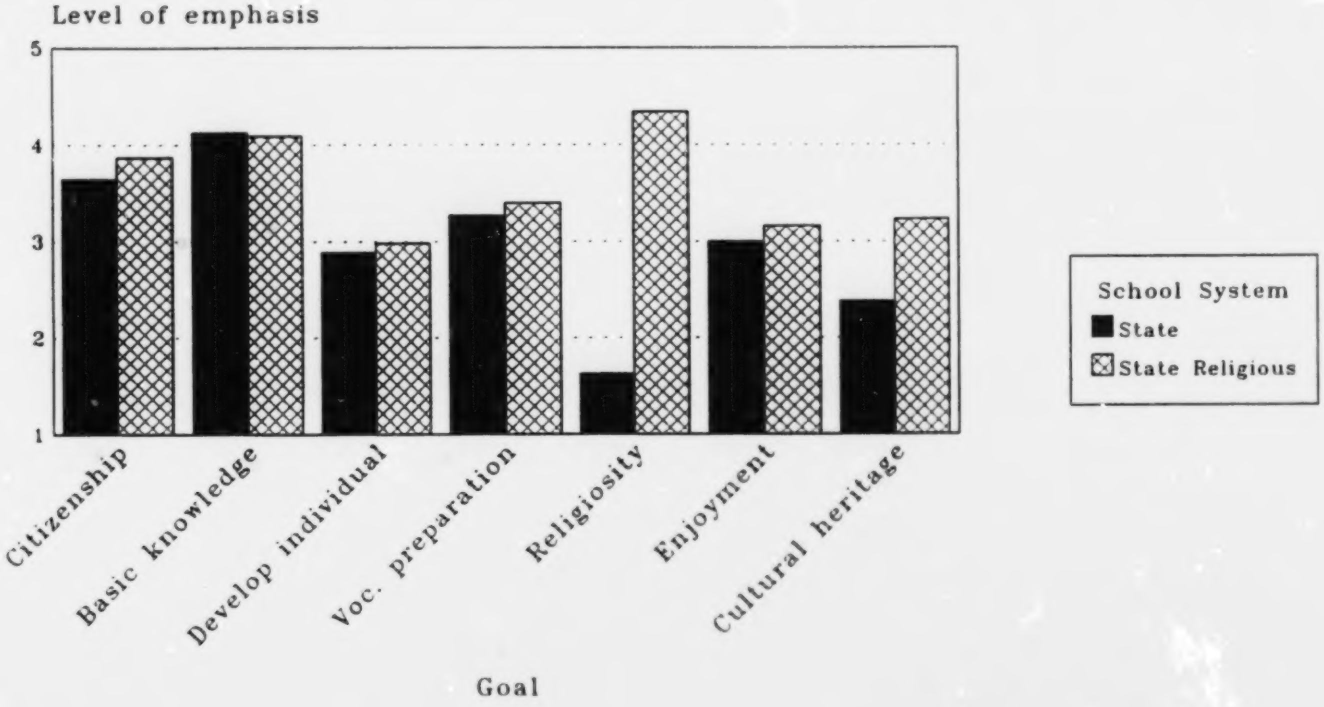
Eighth graders responses reveal very different degrees of consensus about educational priorities and different rank orderings of educational priorities among the systems. There is greater consensus among eighth graders in State and State Religious schools than among pupils in Arab and Druse schools about their school's educational priorities. Acquiring knowledge and skills in basic subjects is not chosen in all systems as the most emphasized goal. In State and Druse systems this goal is ranked in first place, whereas in the State Religious system and the Arab sector it receives second place in the distribution of pupil responses. In the State Religious system the largest percentage of pupils chose developing religious belief and practice as the most emphasized school goal. This goal is the least emphasized by the other systems. In the Arab system the largest percentage of pupils (40 percent) chose vocational preparation as the most emphasized goal of their schools. In three out of the four systems (State Religious, Arab, and Druse), the goal of acquisition of knowledge and skills is significantly less emphasized in the eyes of eighth graders than by sixth graders. In contrast, in the State system this goal is chosen as the most emphasized by a greater percentage of pupils than in the sixth grade. Transmission of cultural heritage is also not viewed by eighth graders in all systems as the least emphasized goals. A greater percentage of Arab pupils chose this goal as the main emphasis than other pupils.

The distribution of eleventh graders' choices of the most emphasized school goal differs from that of the eighth and sixth grades. The degree of consensus and rank ordering of goals differs among the systems. The distribution of pupil responses in the State system indicates greater consensus about educational priorities among pupils than that reflected in other systems. Similarly to eighth graders, the largest percentage of the eleventh graders in the State system identified the acquisition of basic knowledge and skills as their school's most emphasized goal. The largest percentage of pupils in the State Religious system (40 percent) indicated that developing religious belief and practice is the goal most emphasized. In the Arab system acquisition of knowledge returns to its first rank with vocational preparation placing a close second. In the Druse system the largest percentage of pupils chose vocational preparation as the most emphasized goal and acquisition of knowledge received second place. Two noticeable changes in the choice of goals most emphasized are the decrease in the number of pupils who identified good citizenship and enjoyment of learning as goals most emphasized by their schools.

Eighth and eleventh graders in the Jewish sector were asked an additional question about their school's educational priorities. They were asked to rate the degree of emphasis their teachers placed on each of the seven goals on a Likert scale from no emphasis to very great emphasis. The means and standard deviations for pupils responses by system are shown in Figures 7.4 and 7.5. Results from one-way analyses of variance show that eighth and eleventh graders in State and State Religious systems reported similar degrees of emphasis on two goals: acquisition of knowledge and skills and vocational preparation. In both the eighth and eleventh grades pupils indicated that their schools place a lot of emphasis on acquisition of knowledge and a moderate degree of emphasis on vocational preparation. However, significant differences between the systems were found in both grades in the degree of emphasis on the goals of developing good citizenship, religious belief and practice, enjoyment of learning, and transmission of culture. In addition, in the eleventh grade State and State Religious systems also differ significantly in their emphasis on the goal of developing individual abilities. Pupils in the State Religious schools reported greater emphasis on all these goals than pupils in State schools.

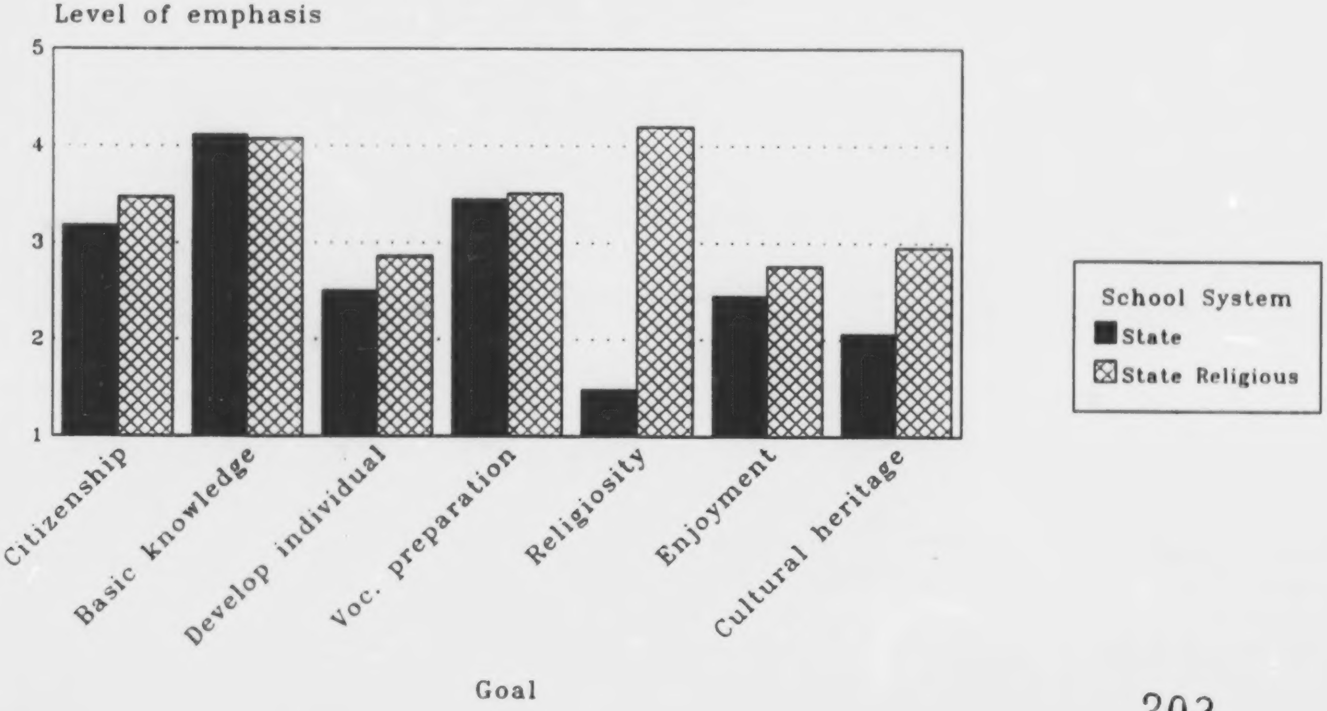
Figures 7.4 and 7.5 show that pupils in the State Religious system perceive their schools as having multiple goals of high priority, whereas pupils in the State system view their schools as focusing primarily on one major goal. In the eighth grade pupils in State Religious schools indicated that the goals of religiosity, knowledge, and citizenship were all highly emphasized. In the eleventh grade religiosity and acquiring knowledge are highly emphasized in State Religious schools. Moreover, none of the goals are rated as having little emphasis in the State Religious system, whereas developing religiosity and transmission of cultural heritage are viewed as receiving little emphasis in the State system.

FIGURE 7.4
GOAL EMPHASES IN STATE AND STATE RELIGIOUS SCHOOLS AS REPORTED BY 8TH GRADERS'



Key:
1=not emphasized; 2=little emphasis; 3=moderate emphasis;
4=strong emphasis; 5=very strong emphasis

FIGURE 7.5
GOAL EMPHASES OF STATE AND STATE RELIGIOUS SCHOOLS AS REPORTED BY 11TH GRADERS



Key:
1=not emphasized; 2=little emphasis; 3=moderate emphasis;
4=strong emphasis; 5=very strong emphasis

Classroom Environment

Factor analyses of the responses of sixth graders to the classroom environment questionnaire found four dimensions of the classroom environment: openness, competition among pupils, differentiation among pupils, and teacher control. The factor of openness includes items measuring the degree to which the teacher pays personal attention to individual pupils; warm, friendly relations among pupils, teacher encouragement of student investigation of their own questions; and encouragement of pupil participation in class decisions. Competition measures the academic competition among pupils. Differentiation indicates the individualization of the contents and activities in the class. Teacher control measures the dominance of the teacher over decisions and use of harsh sanctions. One-way analysis of variance by system was performed on these factors in order to examine the similarities and differences among classroom environments in different systems. Profiles of the characteristics of classroom environments in the four systems for the sixth grade are presented in Figure 7.6. No significant differences were found among systems in pupils' assessment of the extent of openness or differentiation in their classroom environments. The majority of pupils in all systems indicated that their classroom environment was "open." However, few pupils reported that differentiation among pupils was practiced in their classes. Significant differences were found among systems on two factors: competition and teacher control. Duncan tests found significant differences between all pairs of systems on the extent of competition in the classroom environment. The largest percentage of pupils to describe their classroom environment as competitive are found in the Arab sector. The second highest percentage is found in Druse schools, the third highest in State Religious schools, and the smallest percentage in State schools. More State pupils described their classes as highly teacher-controlled than pupils from other systems. In contrast, few Druse pupils described their classes as highly controlled by their teachers.

In the eighth and eleventh grades five significant dimensions of classroom environment were found in factor analyses: positive class climate, academic competition, autonomous inquiry learning, traditional teaching practices, and teacher control. Positive class climate includes items measuring the degree to which the teacher pays personal individual attention to pupils, the degree of friendly relations among pupils, and the degree of pupil participation in class and in decisions. Academic competition includes items measuring the degree of competition among pupils and encouragement of competition on the part of the teacher. Autonomous inquiry learning measures the degree to which pupils are allowed to carry out independent learning projects and investigations. Traditional teaching includes the frequency of use of book learning and testing as the sole basis of evaluation. The factor of teacher control measures the teacher's dominance over decisions and use of harsh sanctions. One-way analysis of variance by system was performed separately for the eighth and eleventh grades in order to examine similarities and differences among the systems.

Findings for the eighth grade reveal significant differences among the systems on four out of five factors: class climate, academic competition, traditional teaching practices, and teacher control. Profiles of classroom environments in each system for the eighth grade are shown in Figure 7.7. The only similarity found among systems is in the infrequent use of autonomous inquiry learning. Duncan tests reveal significant differences between the Jewish and minority sectors in the extent of positive class climate and academic competition in the classroom. Minority students described their classrooms as having a more positive class climate and being more academically competitive than their Jewish counterparts. Pupils in the State system schools viewed their classes as more traditional and teacher-controlled than pupils in other systems.

Significant differences were found among systems on all five classroom environment dimensions in the eleventh grade. Profiles for the systems on these dimensions for the eleventh grade are shown in Figure 7.8. Druse pupils described their classes as having a more positive class climate, being more academically competitive, teacher-controlled, and less conventional than pupils in other systems. Pupils in the Arab system described their classes as more academically competitive and more conventional than other systems. Pupils in State Religious high schools reported more use of autonomous inquiry learning in their classes than other pupils.

For the most part the profiles of the classroom environments of the systems differ for different grade levels. The only consistent findings in all grade levels are that little differentiation among pupils occurs in classrooms in the Israeli education system and that classroom environments in the Arab and Druse systems are characterized by a high level of academic competition in all grades.

Informal Education Activities

Pupils in all grade levels were asked to identify the informal education activities that they were participating in during the school year from a list of activities and to report whether the activities were held in the school or outside of the school. This analysis focused on ascertaining if pupils from different systems and school levels participated in different informal activities and whether the school was a center for these activities.

Significant differences among systems and school levels and interaction effects were found for all informal activities and for an index of the number of activities pupils participated in in their schools (see Appendix Table A7.1). Table 7.1 presents the average percentage of pupil participation in informal education activities by school level. A significant decline in participation in informal activities is witnessed from the elementary to the high school level. A larger percentage of elementary school pupils participate in twelve out of fifteen informal activities than junior high and high school pupils. Participation in school-based informal activities also decreases with progression in the system.

Table 7.2 presents the mean percentages and standard deviations for pupil participation in informal activities by educational system. The main commonality among systems is that the majority of pupils participate in sports activities and very few participate in band, chorus, para-military training, and political clubs. An average of one-fifth of the pupils in every grade level report participating in tutoring.

FIGURE 7.6
PUPILS' REPORTS OF 6TH GRADE CLASSROOM ENVIRONMENT CHARACTERISTICS BY SYSTEM

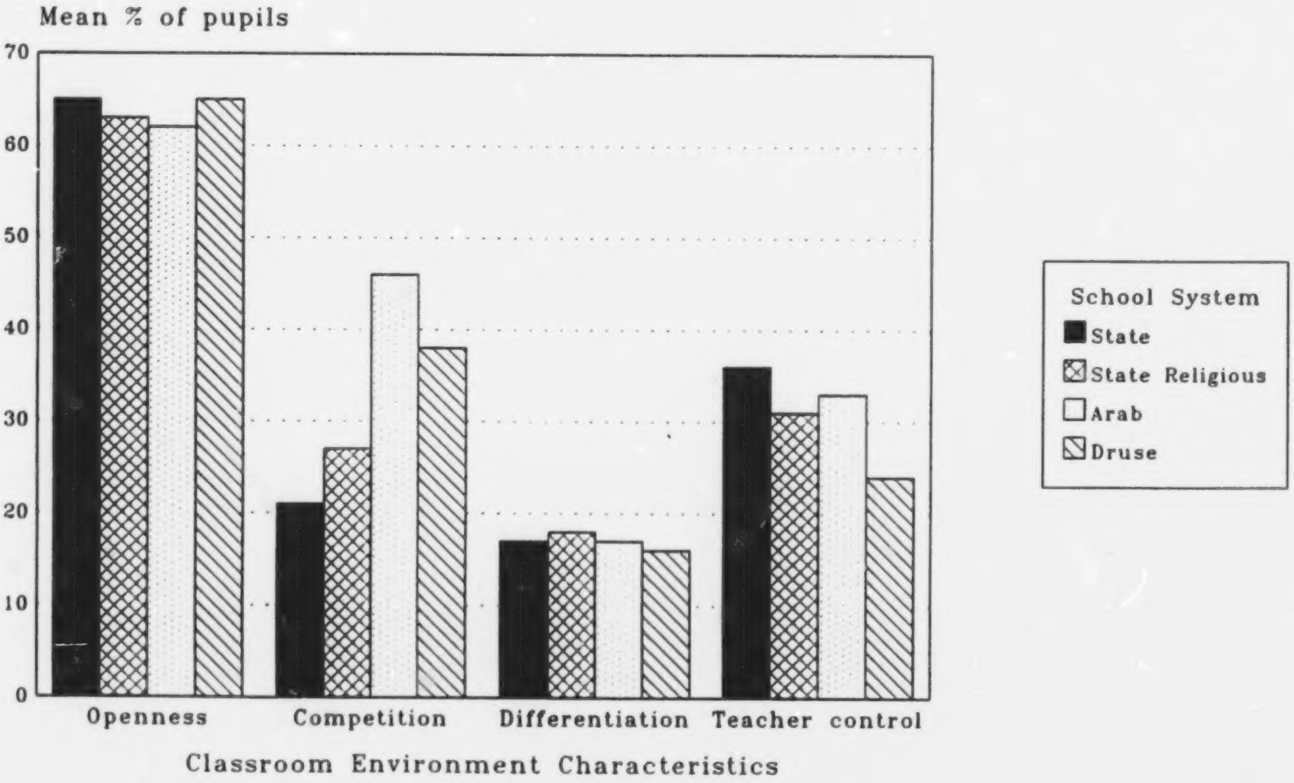
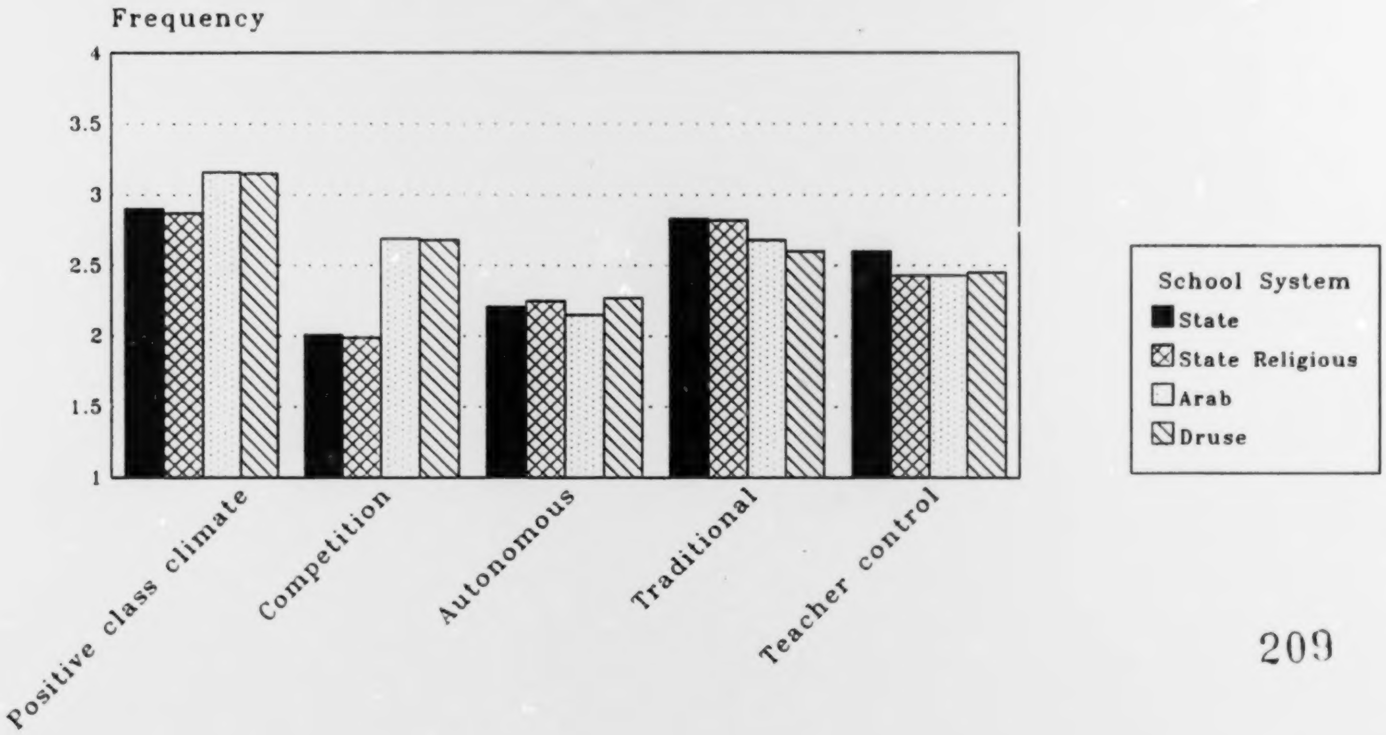
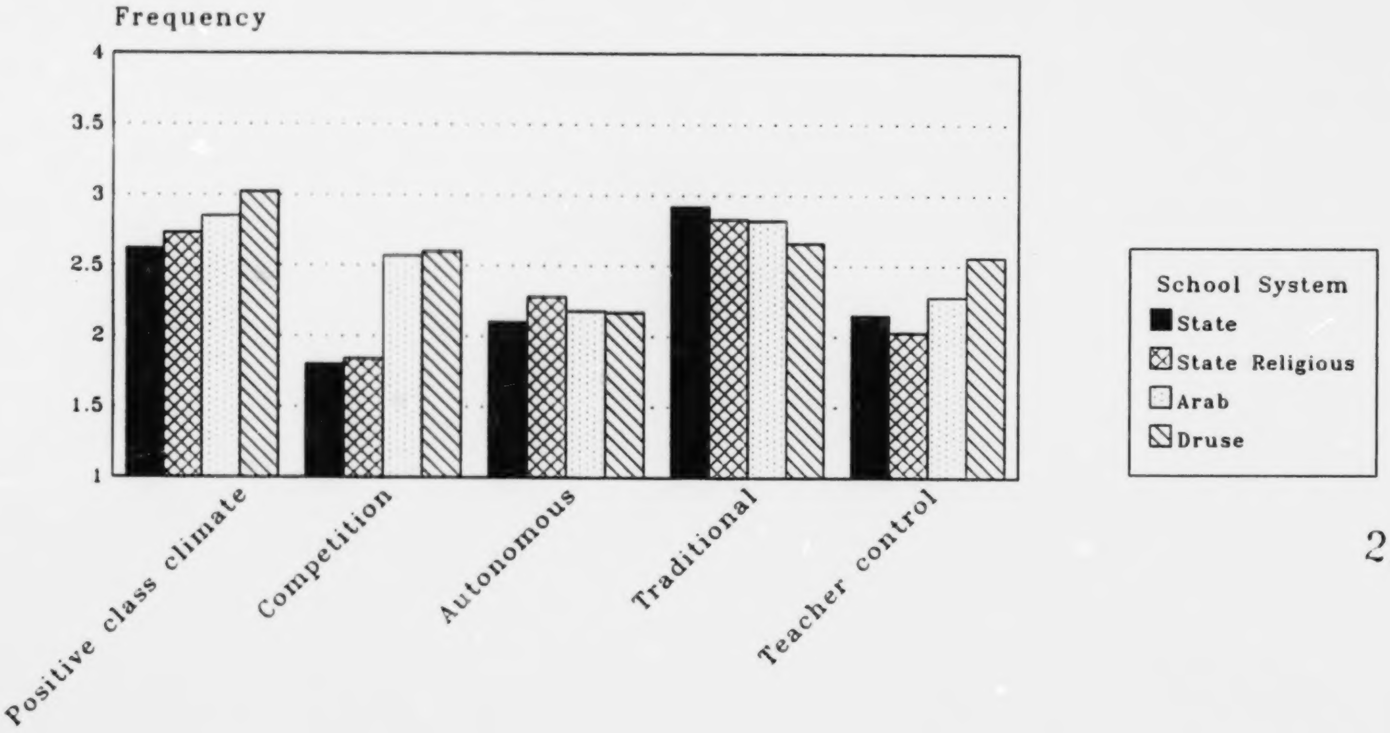


FIGURE 7.7
PUPILS' REPORTS OF 8TH GRADE CLASSROOM ENVIRONMENT CHARACTERISTICS BY SYSTEM



Key: 1=never; 2=sometimes; 3=often; 4=always

FIGURE 7.8
PUPILS' REPORTS OF 11TH GRADE CLASSROOM ENVIRONMENT CHARACTERISTICS BY SYSTEM



Key: 1=never; 2=sometimes; 3=often; 4=always

TABLE 7.1

MEANS AND STANDARD DEVIATIONS FOR PUPIL PARTICIPATION IN INFORMAL EDUCATION ACTIVITIES BY SCHOOL LEVEL

(in percent)

	School Level					
	Elementary		Junior High		High School	
Variable	x	sd	x	sd	x	sd
Sports	53	.5	67	.5	63	.5
Band	8	.3	7	.3	4	.2
Chorus	13	.3	6	.2	6	.2
Dance	16	.4	11	.3	9	.3
Hobby clubs	36	.5	19	.4	10	.3
Enrichment	34	.5	20	.4	11	.3
Student council	13	.3	10	.3	8	.3
Class committees	40	.5	26	.4	17	.4
Youth movements	39	.5	26	.4	28	.4
Voluntary activities	30	.5	12	.3	22	.4
Paramilitary	1	.1	2	.1	11	.3
Tutoring	22	.4	24	.4	20	.4
Music lessons	22	.4	20	.4	12	.3
Driving lessons	.7	.08	2	.2	21	.4
Political clubs	3	.2	3	.2	7	.3
Number of informal activities in school	1.87	1.7	1.45	1.5	1.14	1.2

Note: The number of respondents varies per variable.
Elementary=3442 > n < 3565; Junior High=1242 > n < 1256;
Senior High=3081 > n < 3163

TABLE 7.2

MEANS AND STANDARD DEVIATIONS FOR PUPIL PARTICIPATION IN INFORMAL EDUCATION ACTIVITIES BY SYSTEM

(in percent)

	System							
	State		State Religious		Arab		Druse	
Variable	x	sd	x	sd	x	sd	x	sd
Sports	59	.5	57	.5	64	.5	58	.5
Band	4	.2	7	.3	11	.3	9	.3
Chorus	7	.3	8	.3	2	.4	2	.4
Dance	16	.4	12	.3	3	.2	6	.2
Hobby clubs	27	.4	19	.4	16	.4	21	.4
Enrichment	22	.4	22	.4	26	.4	30	.5
Student council	10	.3	10	.3	13	.3	13	.3
Class committees	25	.4	26	.4	39	.5	52	.5
Youth movements	29	.5	46	.5	25	.4	24	.4
Voluntary activities	23	.4	23	.4	31	.5	24	.4
Paramilitary	11	.3	5	.2	3	.2	7	.2
Tutoring	20	.4	20	.4	27	.4	27	.4
Music lessons	21	.4	20	.4	8	.3	6	.2
Driving lessons	17	.4	9	.3	12	.3	9	.3
Political clubs	4	.2	5	.2	13	.3	7	.3
Number of informal activities in school	1.37	1.32	1.52	1.53	1.88	1.90	1.93	1.7

Note: State=4250>n<4370; State Religious=1939>n<2022; Arab=1165>n<1189; Druse=399>n<403

Different profiles of informal education activity participation are apparent for different systems. In the State system pupils participate more in chorus, dance, hobby clubs, para-military training, music, and driving lessons than other systems. In the State Religious system participation in chorus, youth movements, and music lessons is higher than other systems. In the Arab sector participation is higher in sports, tutoring, and political clubs than other systems. Druse pupils participate more in enrichment activities, class committees and tutoring than other systems. Pupils in minority systems report more participation in school-based informal activities than those in Jewish sector schools.

To explore more closely the differences among systems at different school levels, one-way analyses of variance were performed on informal education participation variables at each grade level. As indicated previously, significant differences among systems are found for most variables. Different profiles for systems are evident in different grade levels. In the sixth grade, pupils in State and State Religious schools participate more in dance than minority pupils. Pupils in State schools participate more in volunteering and less in band, sports, class committees, tutoring, and religious instruction than other systems. Pupils in State Religious schools participate more than other systems in youth movements and religious instruction and, like the State system, less in sports, class committees, and tutoring than minority systems. Arab pupils participate significantly more in hobby clubs, student council, and tutoring than other systems and have a similar high rate of participation in religious instruction to that of pupils in the State Religious system. Pupils in Druse schools have the highest participation rates in sports and class committees. Like pupils in the Arab sector, they are also more highly involved in student council, band and chorus. Participation in youth movement activities is significantly lower among Druse and Arab pupils than Jewish pupils.

In the eighth grade a number of continuities in the differences among systems are evident, but also some differences. Like sixth graders, a higher percentage of eighth graders from the minority systems participate in chorus, while a greater percentage of Jewish pupils participate in music lessons. Paralleling findings for the sixth grade, pupils in the Druse schools report greater participation in citizenship activities such as student council, class committees, and volunteering than eighth graders in other systems. A reversal of participation rates among systems in sports is apparent in the eighth grade. Jewish pupils' participation in sports is significantly greater than that of minority pupils, whereas the opposite was true in the sixth grade. Pupils in the State and Druse schools participate significantly more than the other systems in hobby clubs. In the State system eighth graders participate in dance activities and music lessons more than other systems and are least involved in volunteering activities. Eighth graders in the State Religious system are distinguished by their high participation rates in youth movement activities and religious instruction. In addition, they have high rates of participation in class committees like Druse pupils and music lessons like State pupils. Pupils in Arab sector schools are primarily distinguished by the highest level of participation in bands and their lack of participation in enrichment activities and music lessons. Like their counterparts in State schools, few Arab pupils participate in volunteering activities. Along with their high level of citizenship activities, Druse pupils report a high level of involvement in tutoring and enrichment activities. Both Druse and Arab eighth graders participate more in political clubs than Jewish pupils.

A significant difference among systems in the eighth grade is also found in the number of school-based informal activities pupils participate in. Pupils in State schools participated in significantly fewer school-based activities than pupils from other systems.

Duncan tests of significant differences among the systems in the eleventh grade reveal somewhat different patterns than sixth and eighth grade findings. Pupils in Arab high schools participate significantly more than other pupils in six activities: sports, band, chorus, class committees, volunteering, and political clubs. Pupils in the State system are distinguished by the highest participation rates in hobby clubs, para-military training, and driver education, and by the least amount of participation in religious instruction. Pupils in the State Religious system conform to previously found patterns in the sixth and eighth grades of the highest level of participation in youth movements and religious instruction. Eleventh graders in the Druse high school do not report the high level of citizenship activities found among Druse pupils in the sixth or eighth grades. Their participation in informal activities is low in most areas as compared to other systems. In the eleventh grade Arab pupils report significantly greater participation in school-based informal activities and State and Druse pupils the least participation in such activities.

In summary, four consistent patterns in the differences among systems in the different grade levels are revealed by these findings. Pupils in the State system participate more in music lessons than other pupils. Pupils in the State Religious system participate more in youth movements and religious instruction than other pupils. Arab and Druse pupils participate more than Jewish pupils in tutoring. Lastly, Arab pupils participate more than others in band and chorus activities.

The Subjects Most Emphasized in the Curriculum

Pupils in eighth and eleventh grades were asked to list the three subjects in their school's curriculum that were most important in the eyes of their teachers. Pupils' responses mentioned approximately forty different subjects. These subjects were classified into fourteen subject fields. Tables 7.3 and 7.4 present the distribution and rank ordering of pupils' choices by system for each grade level.

Chi square tests indicate significant differences in the choice pattern among pupils from different systems both in eighth and eleventh grades. However, these tables show a considerable amount of agreement among the top ranked and lowest ranked subjects among systems. Both in the eighth and eleventh grades, mathematics and foreign language (primarily English) were ranked as the most important subjects in the curriculum. Hebrew is clearly the third subject most chosen in all systems except in the State Religious where it receives fourth rank. However, Hebrew is clearly of second rank importance in relation to mathematics and foreign language in both grade levels. The arts, music, sports, physical education, and special curricula receive the lowest rankings in all systems.

TABLE 7.3

DISTRIBUTION AND RANK ORDER OF 8TH GRADERS' CHOICE OF MOST EMPHASIZED SUBJECTS BY SYSTEM

	System														
	State			State Religious			Arab			Druse			Total		
	N	%	R	N	%	R	N	%	R	N	%	R	N	%	R
Math	981	32	1	534	31	1	149	23	2	112	30	1	1776	31	1
Foreign lang.	945	31	1	492	29	1	171	27	1	110	29	1	1718	30	1
Arabic	78	3		2	0.1		108	17	3	70	19	2	258	5	
Hebrew	552	18	2	260	15	3	116	18	3	71	19	2	999	17	2
Jewish studies	150	5	3	358	21	2	0	0		0	0		508	9	
Social studies	121	4	3	17	1		41	6		4	1		183	3	
Sport/ Phys.ed.	12	0.4		5	0.3		2	0.3		0	0		19	0.3	
World religions	1	0		0	0		5	0.8		1	0.3		7	0.1	
Sciences	155	5	3	19	1		52	8		9	2		235	4	
Techno-logy	3	0.1		9	0.5		1	0.2		0	0		13	0.2	
Arts & music	21	0.7		0	0		1	0.2		0	0		22	0.4	
Voc. training	2	0.1		2	0.1		0	0		0	0		4	0.1	
Spec. prog.	6	0.2		0	0		0	0		0	0		6	0.1	
Philo-sophy	0	0		0	0		0	0		0	0		0	0.1	

Note: R = Rank
$\chi^2=1132$ Df=48 $p<.0001$

TABLE 7.4

DISTRIBUTION AND RANK ORDER OF 11TH GRADERS' CHOICE OF MOST EMPHASIZED SUBJECTS BY SYSTEM

	System														
	State			State Religious			Arab			Druse			Total		
	N	%	R	N	%	R	N	%	R	N	%	R	N	%	R
Math	1412	32	1	605	30	1	438	28	1	85	28	1	2540	30	1
Foreign lang.	1233	27	2	524	26	2	436	28	1	83	28	1	2276	27	2
Arabic	31	0.7		4	0.2		198	13	3	29	10	3	262	3	
Hebrew	639	14	3	193	10	4	258	16	2	49	16	2	1139	14	3
Jewish studies	145	3	3	409	20	3	1	0.1		0	0		555	7	
Social studies	292	7	4	81	4		66	4		12	4		451	5	
Sport/ Phys.ed.	25	0.6		8	0.4		5	0.3		0	0		38	0.5	
World religions	4	0.1		0	0		7	0.4		1	0.3		12	0.1	
Sciences	293	7	4	114	6		157	10		22	7		586	7	
Technology	84	2		16	0.8		2	0.1		8	3		110	1	
Arts & music	48	1		14	0.7		3	0.2		0	0		65	0.8	
Voc. training	219	5		42	2		5	0.3		13	4		279	3	
Spec. prog.	54	1		1	0.1		0	0		0	0		55	0.7	
Philosophy	5	0.1		1	0.1		0	0		0	0		6	0.1	

Note: R = Rank
$\chi^2 = 1693.4$ Df=42 $p < .0001$

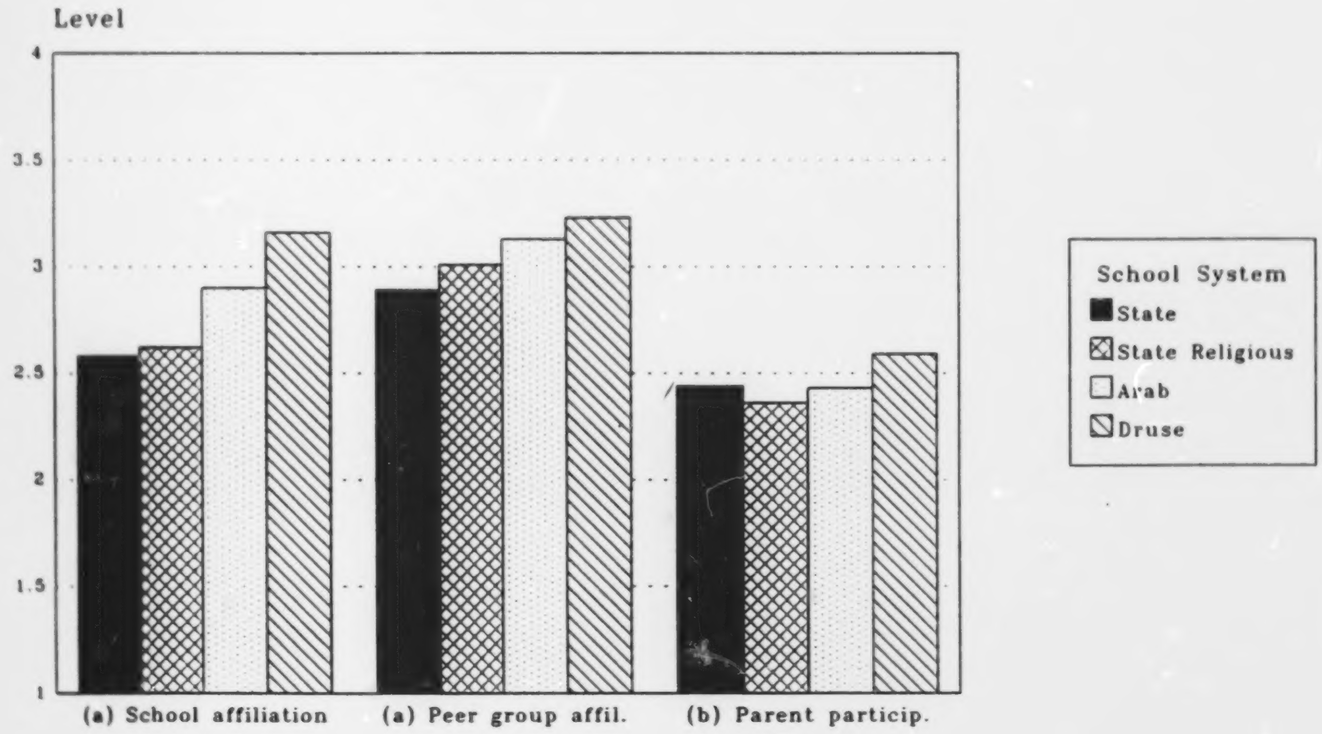
Differences in choice patterns among educational systems are apparent with regard to other subject fields. Two consistent expected patterns of differences among educational systems are found with regard to the ranking of Arabic and Jewish studies as important subjects. Almost 20 percent of the eighth graders in Arab and Druse schools chose Arabic as a subject of importance, whereas a minute percentage of pupils in State and State Religious schools chose Arabic as an important subject. Arabic received the same second rank as Hebrew in Arab and Druse eighth grades. In the eleventh grade fewer Arab and Druse pupils chose Arabic as a subject important in their teachers' eyes and it is ranked third after Hebrew. Bible and Jewish studies are seen as important in teachers' eyes primarily in State Religious schools. In both grades in the State Religious system, they are chosen more frequently than Hebrew as important. Thereby, Bible and Jewish studies are ranked second in importance to mathematics and foreign language in the State Religious system.

Pupils in different systems indicate that their teachers place different emphases on the social studies (history, citizenship, social sciences) and the sciences. In the eighth grade social studies was chosen as important more by pupils in State and Druse systems than by pupils in State Religious or Arab systems. In the eleventh grade, social studies is chosen more by pupils in the State system than in other systems, whereas the sciences are chosen as important more by Arab pupils than pupils from other systems.

Parent Participation in School Life

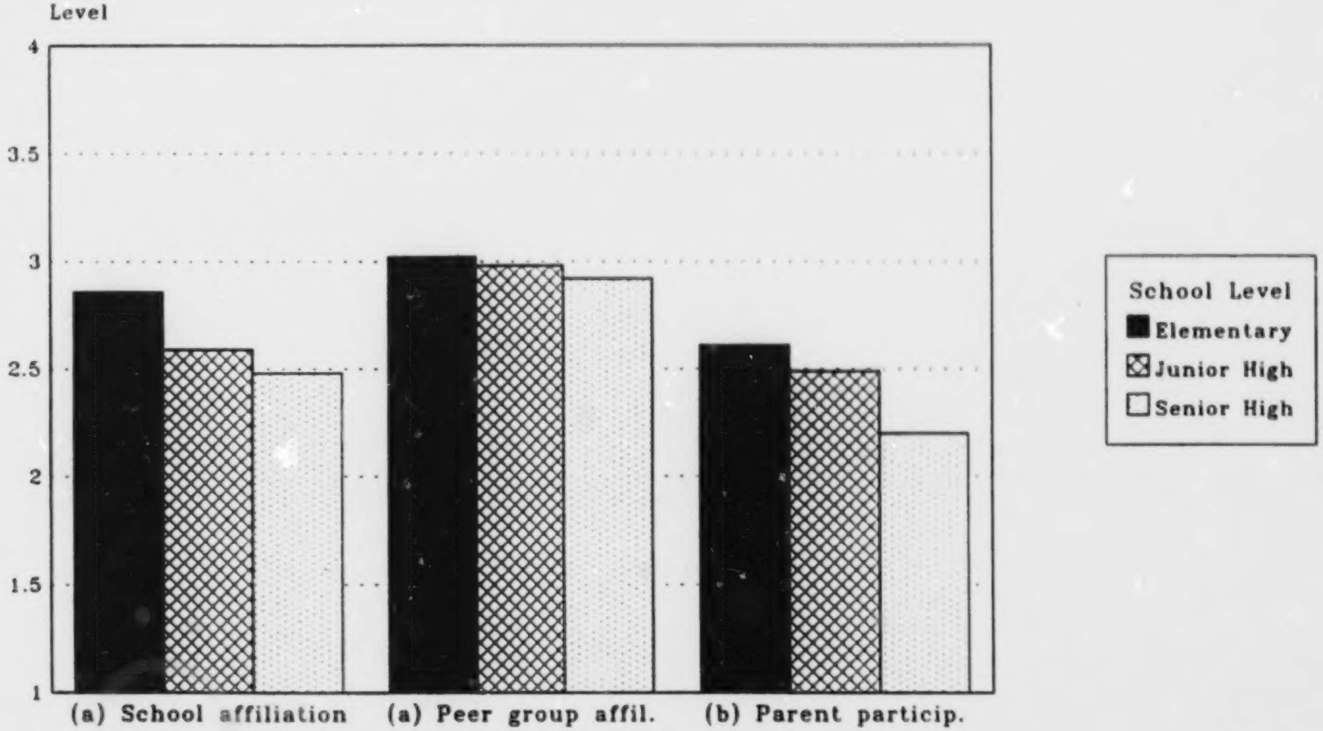
Pupils were asked to report the extent of their parents' participation in school activities on a four-point scale from no participation to participation in all major activities including parent-teacher meetings, class activities, and school committees. Figures 7.9 and 7.10 present the means of pupil responses by system and school level. Significant differences were found in the extent of parent participation among different levels of schooling and among the systems. Parent participation in school decreases progressively from elementary to high school levels. On the average, elementary school pupils reported that their parents participate in parents' meetings and class activities, while on the high school level parents only participated in parents' meetings. Parent participation is reported to be greatest in the Druse schools and least in the State Religious schools. The analysis of variance also found a significant interaction effect between system and school level which indicates that the general pattern of a decrease in participation from lower to higher levels in education systems does not hold for State Religious and Druse schools. Parent participation is reported in both cases to be higher in the junior high school than in elementary or high school.

FIGURE 7.9
PUPILS' FEELINGS OF AFFILIATION AND PARENT PARTICIPATION
BY SCHOOL SYSTEM



Key: (a) 1=none; 2=moderate; 3=high; 4=very high
(b) 1=none; 2=low; 3=moderate; 4=high

FIGURE 7.10
PUPILS' FEELINGS OF AFFILIATION AND PARENT PARTICIPATION BY SCHOOL LEVEL



Key: (a) 1=none; 2=moderate; 3=high; 4=very high
(b) 1=none; 2=low; 3=moderate; 4=high

One-way analysis of variance by system of pupil reports for each grade were also performed and found significant. Sixth graders in the State system report significantly greater parent participation in school life than other systems, while pupils in the Druse sector report the least participation. In the eighth grade, pupils in the minority sectors report greater participation than pupils in the Jewish sector. A similar picture is found for parent participation on the high school level. Eleventh graders in the Druse high school report the greatest parent participation, while pupils in the State Religious system report the least parent participation.

Pupils' Sense of Affiliation with School and School Peers

An important outcome of school curriculum and school climate is the sense of affiliation that pupils have with their school. Pupils' reports of their own feelings of affiliation with their school and with their fellow pupils indicate the degree to which the school is an important reference group for them. Schools with closely identified pupils are likely to develop or reflect a distinctive school culture.

Pupils were asked to report the degree to which they felt a sense of affiliation with their school and with the student body of their school. Figures 7.9 and 7.10 present the means for pupils' feelings of affiliation by system and school level. Two-way analyses of variance by system and school level show significant differences in pupils' feelings of affiliation among school levels and among the systems. Feelings of affiliation are highest in the elementary school and decrease progressively from junior high to high school. Pupils in Druse schools report significantly greater feelings of affiliation to their schools and peers than other systems. Pupils in State schools are distinguished by the lowest level of feelings of affiliation among the systems.

Statistical analysis also indicates a significant interaction effect between system and school level. The general pattern described above shows a linear decrease in the sense of affiliation with progression in the grade level. However, this pattern is not found in the State Religious and Arab systems. In the State Religious system there is a pronounced decrease in sense of affiliation from elementary to junior high school. However, pupils in State Religious high schools have a slightly greater sense of affiliation than those in State Religious junior high schools. In the Arab sector, pupils in the junior high school expressed a greater sense of affiliation with school and peers than those in elementary or high schools.

Since significant differences were found among different school levels, one-way analysis of variance by system was performed at each grade level to assess differences among the systems. Significant differences were found at each grade level. Duncan tests show that pupils in the sixth grade in Druse schools expressed a significantly greater sense of affiliation to school and peers than other systems. In addition, pupils in Arab schools indicate a significantly greater sense of affiliation to peers in their schools than Jewish pupils in the sixth grade. On the eighth grade level the Duncan tests show that Druse pupils have the highest sense of affiliation with peers and school. Arab pupils express an equally high sense of affiliation with their peers but a significantly lower sense of affiliation with their schools. Jewish sector pupils have significantly lower feelings of affiliation. In the eleventh grade Duncan tests reveal a significantly greater sense of affiliation with school among minority system pupils than Jewish system pupils.

Based on these findings, the Druse schools are distinguished by the most closely knit community. Elementary schools in the Arab sector are the next most highly cohesive. Third in ranking would be State Religious elementary schools. Fourth, according to our findings, would be State elementary and Arab junior high schools. The lowest levels of feelings of affiliation are found in State high schools.

School Curricula in Different Types of Elementary Schools

Our sample of State and State Religious elementary schools included representatives of six known types of elementary schools: open, kibbutz, kibbutz-open, mixed-approach, community, and conventional. Since Arab and Druse schools have not identified themselves with these educational approaches, the differences among these types of schools were not investigated in the Arab and Druse systems. Instead, we explored whether any differences could be found among the schools in the Arab sector.

One-way analysis of variance by school within the State, State Religious, and Arab systems was performed on pupils' reports of the actual classroom environment, participation in informal education activities, parents' participation in school life, and pupils' feelings of affiliation with school and peers in order to determine if significant differences existed among schools in each system. Significant differences among schools in each of these systems were found for all the variables (see Appendix Table A7.2). Thus, we conclude that major variation among schools exists in each of the systems today.

Differences among Elementary Schools in the State and State Religious Systems

Duncan test results were examined for the State and State Religious systems to determine if significant differences among groups of schools paralleled known classification of the schools into different types. Table 7.5 presents the classification of elementary school types according to Duncan test scores within each system. When the majority of schools of a specific type were classified into a significantly different group of high, medium or low scores, their ranking is noted in the table. The results of this analysis reveal a number of consistent differences between elementary school types both in the State and State Religious systems.

Open schools are perceived by pupils as having a very positive class climate and a high to moderate level of differentiation of learning activities among pupils. The pupils in these schools evince the greatest sense of affiliation with their schools as compared to pupils from other types of schools.

TABLE 7.5

PUPILS' FEELINGS OF AFFILIATION AND SCHOOL CURRICULUM VARIABLES BY TYPE OF ELEMENTARY SCHOOL

	Open		Kibbutz Open	Kibbutz		Community		Conventional		Mixed	
	S	SR	S	S	SR	S	SR	S	SR	S	SR
Affiliation with peers	-	H	M	M	M	M	M	M	-	M	H
Affiliation with school	H	H	-	-	L	-	M	-	-	M	H
Parent participation	ML	H	-	H	H	-	H	-	-	M	H
School-based informal activities	-	-	H	M	L	ML	L	ML	-	L	-
Class Environment Openness	H	H	-	-	H	-	M	M	-	H	H
Competition	-	ML	L	H	H	L	M	-	M	M	ML
Differentiation	H	M	ML	-	M	ML	H	-	M	H	ML
Teacher control	-	ML	-	M	L	M	M	H	-	-	ML
Informal Activities Citizenship	M	-	-	L	M	H	M	-	L	M	H
Music	M	-	-	H	M	L	H	-	-	L	H
Clubs-hobbies	L	-	H	H	H	-	M	-	-	-	-
Religious	-	-	L	L	H	H	M	-	-	M	M

Key:
H - High score
M - Medium score
L - Low score
– - Mixed scores

S - State system
SR - State Religious system

Kibbutz-open schools are distinguished by a low level of competition and differentiation of learning activities among pupils in the classroom. In the kibbutz-open school pupils participate in a greater number of school-based informal activities than other types of elementary schools. They participate more in hobby clubs and less in religious studies in their informal activities than other types of schools.

In the *kibbutz school* the classroom environment is viewed by pupils as encouraging more frequent competition among pupils and having moderate to low teacher control as compared to other schools. Parents are more involved with school life in the kibbutz school than in other types of schools. Like the kibbutz-open school, pupils report a moderate level of affiliation with peers.

The *community school's* classroom environment is distinguished by having only a moderate level of teacher control. In this type of school pupils report moderate to low levels of participation in school-based informal activities. However, pupils cite participation in two types of informal activities more than pupils in other types of schools: citizenship activities and religious studies. Pupils in these schools express a moderate level of affiliation to their peers.

In *mixed-approach schools* the classroom environment is primarily distinguished by its openness. Similarly to community schools, pupils report a moderate to high level of participation in citizenship and informal religious activities. Pupils in the mixed approach schools report moderate to high levels of parent participation in school life and moderate to high feelings of affiliation with school and peers.

No distinctive characteristics were found for the schools classified as *conventional schools*.

The findings in Table 7.5 also show interactions of system with elementary school type for differentiation among pupils, teacher control in the classroom, parent participation in school life, participation in informal activities, and feelings of affiliation with school and peers. These interactions show: (1) that the State open school classroom environment has more frequent differentiation of learning activities among pupils and more teacher control than State Religious open school classrooms; (2) that parent participation in school life is greater in the State Religious community school than the State community school; and (3) that pupils' feelings of affiliation with school are greater in State Religious open and mixed-approach schools than in State open and mixed-approach schools.

Differences among Elementary Schools in the Arab System

Analysis of Duncan test results for one-way analysis of variance by school in the Arab sector reveals that two schools have a similar cluster of characteristics which are distinguished from other schools. In these schools pupils voiced significantly greater feelings of affiliation with fellow pupils and with their schools. They reported more extensive involvement of parents in school life. They indicated a higher participation rate in school-based informal activities. According to pupils' reports, classroom environments in these schools were characterized by more openness and less teacher control than other Arab schools. These characteristics are theoretically those identified with community and progressive types of schools. Arab elementary schools, according to the perspectives of pupils within them, are no longer of one general type.

Organizational Differences in the Middle Grades

One of the major policy issues in Israeli education has been the reform instituted at the seventh and eighth grade levels with the creation of "integrated junior high schools" as alternative organizational units to the upper grades of the elementary school. We explored in this research the differences in curriculum and culture between elementary and junior high schools in the eyes of eighth graders in terms of emphases on different school goals, classroom environment characteristics, parent involvement in school life, and pupils' participation in informal education activities, as well as eighth graders' feelings of affiliation with their school and fellow pupils. Since our findings revealed significant differences among the systems on some of these characteristics, two-way analysis of variance was performed by system and school type (elementary, junior high) on these variables to determine whether these organizations have significantly different characteristics.

As will be recalled, school goal emphases were studied in depth only in the Jewish sector. Table 7.6 presents the means and standard deviations for school goal emphases in elementary and junior high schools. No significant differences were found between the eighth graders' perceptions of actual goal emphases in elementary and junior high schools of the State and State Religious systems. However, significant interaction effects between system and organization type were found for five goals: acquiring knowledge and skills, developing individual abilities, vocational preparation, encouraging enjoyment of learning, and transmission of cultural heritage. In all cases, pupils in State elementary schools report higher emphases of these goals than pupils in State junior high schools, whereas the opposite is found in the State Religious system where these goals are emphasized more in junior high than in elementary school.

Table 7.7 presents the results of the two-way analyses of variance for the rest of the variables for all systems. No overall significant differences were found in the characteristics of classroom environments of elementary and junior high schools.

The main differences found between these two organizational environments is in the degree of parent involvement in school life, the degree that pupils participate in school-based informal activities, the nature of participation in informal education activities in the two settings, and pupils' feelings of affiliation toward school. Elementary school pupils reported that their parents were more involved with school activities, that they participated in more school-based informal activities and particularly those which inculcate citizenship, such as student council and class committees, and that they had a greater feeling of affiliation with their school than their counterparts in other junior high schools.

TABLE 7.6

MEANS AND STANDARD DEVIATIONS OF 8TH GRADERS' EDUCATIONAL PRIORITIES BY SYSTEM AND SCHOOL TYPE

	State				State Religious			
	Elementary		Junior High		Elementary		Junior High	
Variable	x	sd	x	sd	x	sd	x	sd
Citizenship	3.7	1.1	3.6	1.2	3.8	1.2	3.8	1.1
Knowledge	4.4	0.8	4.1	1.0	4.1	1.0	4.3	1.0
Dev. Individual	3.1	1.2	2.8	1.2	2.9	1.3	3.3	1.3
Voc. Preparation	3.5	1.4	3.2	1.4	3.4	1.5	3.9	1.1
Religiosity	1.5	0.9	1.6	1.0	4.2	1.1	4.2	1.1
Enjoyment	3.2	1.2	2.9	1.2	3.1	1.3	3.6	1.1
Culture	2.5	1.3	2.3	1.2	3.1	1.3	3.4	1.2

Key: 1=not emphasized; 2=little emphasis; 3=moderate emphasis; 4=strong emphasis; 5=very strong emphasis

In conclusion, significant differences between elementary and junior high in the middle grades are found primarily in variables indicative of the sense of community developed in each setting as measured by feelings of affiliation, reports of parent involvement in school life, and the development of school-based informal activities. Pupils' feelings suggest that the elementary school has developed a significant socialization environment.

These findings also indicate the existence of distinctive differences between elementary and junior high schools within each education system. In the State system the most significant differences are in favor of the elementary school, but this is not true of State Religious or Arab systems. In the State Religious junior high setting multiple goals of schooling are more emphasized, parents are more involved with school life, and pupils participate in more school-based informal activities than in the State Religious elementary school. In the Arab sector, feelings of affiliation, pupil participation in informal activities, and student-centered and individualized teaching practices are more evident in the junior high than in the elementary school, whereas parent participation is greater in the elementary school.

TABLE 7.7

RESULTS OF TWO-WAY ANALYSES OF VARIANCE BY SYSTEM AND SCHOOL TYPE ON 8TH GRADERS' REPORTS OF FEELINGS OF AFFILIATION, PARENT PARTICIPATION IN SCHOOL LIFE, AND STUDENT PARTICIPATION IN INFORMAL ACTIVITIES

	Sources of Variance							
	Main		System		Type		System x Type	
Variable	F	Df	F	Df	F	Df	F	Df
Affiliation with peers	^{c}5.08	6,1788	^{c}6.62	3	0.03	1	^{b}5.29	2
School affiliation	^{c}20.94	6,1791	^{c}33.03	3	^{c}16.97	1	^{b}4.80	2
Parent part.	^{c}39.43	6,1747	^{c}22.10	3	^{c}19.40	1	^{c}75.42	2
School-based informal act.	^{c}14.26	6,1846	^{c}16.83	3	^{b}6.84	1	^{c}14.12	2
Informal Activities								
Sport	^{c}7.52	6,1816	^{c}14.87	3	0.24	1	0.15	2
Band	^{c}7.30	6,1816	^{c}7.47	3	^{c}19.31	1	1.03	2
Chorus	^{c}6.79	6,1814	^{c}9.83	3	0	1	^{b}5.63	2
Dance	^{c}7.57	6,1812	^{c}11.82	3	0.18	1	^{b}4.90	2
Hobbies	^{c}7.57	6,1814	^{c}12.95	3	2.53	1	2.02	2
Enrichment	^{b}3.21	6,1809	^{a}3.47	3	0.19	1	^{b}4.32	2
Student council	^{c}6.43	6,1812	^{a}3.18	3	^{c}11.91	1	^{c}8.55	2
Class committee	^{b}3.35	6,1811	^{b}3.78	3	^{a}4.64	1	2.05	2
Youth movement	^{c}7.25	6,1810	^{c}7.72	3	0.01	1	^{c}10.18	2
Volunteer	^{c}8.42	6,1809	^{c}16.53	3	0	1	0.45	2
Tutoring	^{c}4.20	6,1812	^{b}3.68	3	0.92	1	^{c}6.64	2
Music	^{c}19.08	6,1811	^{c}22.84	3	^{c}10.18	1	2.89	2
Political clubs	^{b}2.67	6,1811	^{b}4.68	3	0.21	1	0.89	2
Religion	^{c}42.56	6,1811	^{c}75.54	3	^{c}14.15	1	^{c}7.30	2

^{a} $p \leq .05$ ^{b} $p \leq .01$ ^{c} $p \leq .001$

Pupils' Perceptions of the School Curriculum in Different Types of High Schools

To what extent do different types of high schools have different school curricula and school cultures? To answer this question, two-way analyses of variance by system and high school type were performed on high school pupils' perceptions of their school's present educational priorities, classroom environment characteristics, feelings of affiliation with school and fellow pupils, parents' involvement in school life, and pupils' participation in informal educational activities.

School Goals in Different High Schools

Pupils' perceptions of the relative emphases of seven school goals in academic, comprehensive, technological, and vocational high schools in State and State Religious systems are shown in Table 7.8. Significant differences were found for the actual degree of emphases of all seven goals among the four types of high schools. Vocational school pupils perceive their schools as emphasizing developing good citizenship, individual abilities, vocational preparation, and enjoyment of learning more than their counterparts from other types of high schools. But they perceived their schools as emphasizing the acquisition of basic knowledge and skills significantly less than other high schools. Pupils in academic high schools perceived their schools as emphasizing religiosity and the transmission of cultural heritage more than other schools. In the area of vocational preparation, significant differences are also distinguished among all types of high schools. Its emphasis is greatest in vocational high schools, next greatest in technological high schools, next in comprehensive high schools, and least in academic high schools.

Significant interaction effects between system and high school type were found for four school goals: citizenship, developing individual abilities, developing religiosity, and encouraging self-expression and enjoyment of learning. Pupils in academic and comprehensive high schools of the State Religious system reported a higher level of emphasis on citizenship, developing individual abilities, and encouraging enjoyment of learning in their schools than pupils in academic and comprehensive State high schools. However, pupils in State vocational schools attested that their schools place a greater emphasis on these goals than pupils in State Religious vocational high schools. The goal of developing religiosity receives different degrees of emphasis in different types of high schools within each system. In the State Religious system religiosity is most emphasized in academic high schools, moderately emphasized in comprehensive schools, and least emphasized in vocational schools. In contrast, in the State system the academic and vocational schools are reported as emphasizing religiosity more than comprehensive or technological high schools.

TABLE 7.8

PUPILS' PERCEPTIONS OF EDUCATIONAL PRIORITIES OF ACADEMIC, COMPREHENSIVE, TECHNOLOGICAL AND VOCATIONAL HIGH SCHOOLS IN STATE AND STATE RELIGIOUS SYSTEMS

Type	Academic				Comprehensive				Techno-logical		Vocational			
System	State		State Rel.		State		State Rel.		State		State		State Rel.	
	x	sd	x	sd	x	sd	x	sd	x	sd	x	sd	x	sd
Educational Priorities														
Citizenship	3.1	1.1	3.5	1.2	3.2	1.1	3.3	1.1	3.1	1.2	4.2	1.0	3.5	1.6
Knowledge	4.2	0.9	4.1	1.0	4.1	1.0	4.1	1.0	4.1	0.9	3.9	1.1	3.5	1.4
Dev. ind.	2.4	1.1	2.9	1.3	2.5	1.2	2.7	1.2	2.5	1.2	3.4	1.4	3.0	1.4
Vocational prep.	2.9	1.3	3.4	1.2	3.4	1.3	3.7	1.3	3.7	1.2	4.4	1.0	3.3	1.5
Religiosity	1.9	1.2	4.4	1.0	1.3	0.7	4.0	1.0	1.4	0.8	1.8	1.2	3.6	1.3
Enjoyment	2.1	1.1	2.8	1.3	2.4	1.2	2.7	1.2	2.5	1.2	3.3	1.1	2.9	1.5
Culture	2.4	1.1	3.0	1.2	1.9	1.0	2.7	1.3	2.0	1.1	2.1	1.1	2.9	1.5

Key: 1=no emphasis; 2=little emphasis; 3=moderate emphasis;
4=strong emphasis; 5=very strong emphasis
State: Academic - N=345; Comprehensive - N=567; Technological - N=498; Vocational - N=65
State Religious: Academic - N=408; Comprehensive - N=205; Vocational - N=40

The Classroom Environment in Different High Schools

Results of two-way analyses of variance by system and high school type for pupils' perceptions of their classroom environment found significant differences among systems and types of high schools for all five dimensions of the classroom environment. Vocational high school students described their classroom environments as having a significantly more positive class climate, more academic competition, and more teacher control than pupils in other types of high schools. In contrast, pupils in academic high schools described their classes as having a significantly less positive class climate, less traditional teaching, and less teacher control than pupils in other types of high schools. Pupils in comprehensive high schools perceive their classes as more traditional than other types of high schools.

Interaction effects were also found for four out of five dimensions of the classroom environment: classroom climate, academic competition, autonomous learning, and teacher control. In the State system vocational pupils perceived their classes as having a more positive climate than pupils in other types of high schools, whereas in the Arab sector pupils in academic and comprehensive high schools viewed their classes as having a more positive climate than technological high schools. Pupils in vocational State Religious schools described their teachers' control as more authoritative than pupils in other types of school, while pupils in Arab academic high school perceived their classes as more authoritative than pupils in other Arab high schools.

Pupils' Participation in Informal Educational Activities by High School Type

Significant differences in type of participation in informal activities is found among pupils from different types of high schools. Pupils studying in academic high schools participated more in youth movement activities, volunteering, political clubs, class committees, religious studies, and enrichment activities than pupils in other types of high schools. Vocational pupils participated more than their counterparts in chorus, dance, para-military training, and student council. Vocational pupils also reported more participation in school-based informal activities than other pupils.

Significant interaction effects between system and school type are also found for participation in informal activities. In each system the academic high school pupils' activities differ from those of vocational pupils, but in different directions. For example, in the State system vocational pupils reported greater participation in class committees than other pupils, whereas in the State Religious and Arab systems academic pupils had higher participation rates in class committees than technological or vocational pupils. Vocational pupils in State schools did not participate in tutoring, whereas vocational pupils in the State Religious system had a higher participation rate in tutoring than other pupils.

Pupils' Feelings of Affiliation and Reports of Parent Participation in Different High Schools

Pupils' feelings of affiliation with school and peers, and reports of parent involvement in school life in different types of high schools differ significantly according to statistical analyses. Table 7.9 presents the means and standard deviations for these variables by high school type. Vocational pupils expressed stronger feelings of affiliation with their schools and fellow pupils than pupils in other types of schools, whereas pupils from comprehensive schools reported the lowest degree of affiliation with schools and peers. Pupils from vocational schools also reported significantly less parent involvement in school life than pupils from other types of schools. Significant interaction effects between system and high school type found in this analysis reveal that in the State system pupils in vocational high schools expressed stronger feelings of affiliation with school and peers than pupils in other types of high schools, whereas State Religious and Arab school pupils in academic high schools expressed stronger feelings of affiliation than pupils from other types of schools.

TABLE 7.9

MEANS AND STANDARD DEVIATIONS OF PUPILS' FEELINGS OF AFFILIATION AND PARENT PARTICIPATION IN SCHOOL LIFE BY SYSTEM AND HIGH SCHOOL TYPE

	Variable					
	Affiliation with Peers		Parent Participation		Affiliation with School	
System/Type	x	sd	x	sd	x	sd
State Academic	2.8	0.8	2.2	0.6	2.3	0.8
Comprehensive	2.8	0.8	2.2	0.6	2.3	0.8
Technological	2.8	0.9	2.2	0.6	2.4	0.8
Vocational	3.0	0.9	2.1	0.7	2.7	0.9
State Religious Academic	3.1	0.8	2.1	0.6	2.5	0.8
Comprehensive	2.9	0.8	2.0	0.5	2.3	0.8
Vocational	3.0	1.1	1.9	0.6	2.3	1.1
Arab Academic	3.2	0.9	2.4	1.1	2.8	0.9
Comprehensive	2.9	0.9	2.2	0.9	2.8	0.9
Technological	2.9	1.0	2.2	1.0	2.8	0.9

Key: 1=none; 2=low; 3=moderate; 4=high
State: academic - 366>n<371; comprehensive - 592>n<603;
technological - 552>n<557; vocational - 67>n<74
State Religious: academic - 429>n<436; comprehensive - 207>n<220;
vocational - 49>n<55
Arab: academic - 185>n<188; comprehensive - 208>n<211;
technological - 130>n<131

Profiles of Academic, Comprehensive, Technological, and Vocational High Schools in Pupils' Eyes

Table 7.10 summarizes the characteristics of school curriculum and feelings of affiliation reported by pupils in academic, comprehensive, technological, and vocational high schools. This summary reveals that comprehensive and technological high schools are quite similar in their characteristics, according to pupils' reports. They differ primarily on four variables: emphasis on vocational preparation, the dimensions of traditional teaching and teacher control in the classroom environment, and feelings of affiliation with the school. The technological high school is distinguished from the comprehensive high school by more emphasis on vocational preparation, less use of traditional teaching methods, and less authoritative teacher control in the classroom, and a slightly greater sense of affiliation with school. Academic high schools are distinguished by their greater emphasis on the transmission of cultural heritage, by the profile of pupil participation in informal activities, and by the high sense of affiliation of pupils with their peers. The school curriculum and culture of vocational schools differ from other types of high schools in their educational priorities, dimensions of classroom environment, profile of participation in informal educational activities, and pupils' feelings of affiliation to school and peers. These characteristics of the vocational high school are primarily found in vocational high schools in the State system.

This analysis found a number of significant interactions between system and high school type. The findings indicate that the characteristics of the academic, comprehensive, and vocational high schools vary according to educational systems.

Summary

Pupils' views, like those of the teachers, reveal greater diversity than similarity in the school culture and curriculum of the Israeli education system. Similarities among the education systems and school levels were found only for the top and lowest educational priorities, informal activities in which the majority of pupils or fewest pupils participate, and top and lowest ranked subject emphases in the eighth and eleventh grades. Acquisition of knowledge and skills is viewed as the educational objective most emphasized, whereas the transmission of cultural heritage is least emphasized. Sports is the informal education activity with the highest participation rates in all systems and grade levels. In contrast, very few pupils participated in band, para-military training, and political clubs as informal activities. One-fifth of the pupils in our sample were being tutored as part of their after-school activities. The subjects most emphasized in the eighth and eleventh grades were mathematics and English. Hebrew received second place to these subjects. The least emphasized subjects were the arts, music, sports and physical education, and special curricula. The contrast between subject emphases in the formal and informal systems is noteworthy with regard to sports. Pupils report that sports and physical education are not emphasized in the formal system, whereas pupil participation in informal activities is greatest in this area.

TABLE 7.10

SUMMARY OF SCHOOL CURRICULUM CHARACTERISTICS IN ACADEMIC, COMPREHENSIVE, TECHNOLOGICAL AND VOCATIONAL HIGH SCHOOLS ACCORDING TO PUPIL REPORTS

Variables	High School Type			
	Academic	Comprehensive	Technological	Vocational
Educational Priorities[a]				
Citizenship	Moderate	Moderate	Moderate	High
Knowledge	High	High	High	Mod. High
Dev. Individual	Low	Low	Low	Moderate
Vocational Prep.	Moderate	Moderate	Mod. High	High
Religiosity	Low	Minimal	Minimal	Low
Enjoyment	Low	Low	Low	Moderate
Cultural Heritage	Mod. Low	Low	Low	Low
Classroom Environment[b]				
Climate	Somewhat Freq.	Somewhat Freq.	Somewhat Freq.	Frequent
Competition	Infreq.	Infreq.	Infreq.	Somewhat Infreq.
Autonomy	Infreq.	Infreq.	Infreq.	Somewhat Infreq.
Traditional Teaching	Frequent	Very Freq.	Frequent	Frequent
Teacher Control	Somewhat Freq.	Frequent	Somewhat Freq.	Frequent
Informal Activities	Higher participation in youth movements, volunteering, religious studies, enrichment	Mod. low participation in all except sports	Low participation in all except sports	Higher participation in chorus, paramilitary, student council
Parent Participation[a]	Low	Low	Low	Very Low
Affiliation[a]				
School	Mod. Low	Low	Mod. Low	Moderate
Peers	High	Mod. High	Mod. High	High

Note: [a] Subjects indicated their response on a 5-point Likert scale: 1=none, 2=low, 3=moderate, 4=high, 5=very high

[b] Subjects indicated their responses on a 4-point scale: 1=never, 2=infrequent, 3=frequent, 4=very frequent

The State, State Religious, Arab, and Druse systems differ significantly in their educational priorities, the nature of pupils' participation in informal educational activities, in the emphases on different subjects in the eighth and eleventh grades, in the degree of parent participation in school life, and in pupils' feelings of affiliation with school and fellow pupils. These differences are found for all three grade levels studied. Differences among school levels on the variables are also pronounced.

Our analysis of the culture and curriculum of different types of elementary schools in the State and State Religious systems revealed significant differences among schools with different educational approaches in classroom environment characteristics, pupil participation in informal activities, parent participation in school life, and feelings of affiliation with school and peers. Pupils' reports indicate that the curricula of comprehensive and technological high schools are similar. Thus, three high school types are distinguished: academic, comprehensive/technological, and vocational. In addition, we found that in the eighth grade, elementary and junior high schools have different degrees of parent participation, pupil participation in school-based informal activities, and pupil feelings of affiliation. These differences also vary with education systems.

Chapter 8

Parents' Perspectives about the Present School Curriculum

Parents' views of four main aspects of their children's school curriculum were investigated in this study: educational policy and goals, the content of the curriculum, characteristics of classroom environments, and school success. Most of the questions asked of the parents were identical to those asked of principals, teachers, and/or pupils, so that a comparison could be made of their perspectives. In the following pages we examine the similarities and differences in the school curricula of different school levels and educational systems that emerge from parents' responses to these questions.

Educational Policy

Parents were asked their views about two aspects of the educational policy of their children's school: its educational approach or school ideology and its educational priorities. First, parents were asked whether their school had an educational approach or orientation in a closed formal question. If parents responded positively, they were asked to describe the school's educational approach. Responses to this open-ended question were content analyzed to determine the nature of the school's ideology using the same categories developed for a similar question asked the principals.

Significant differences were found in responses of parents from different educational systems and school levels to these questions. Parents in State and State Religious systems generally said that their school had an educational approach, whereas parents from Arab or Druse schools said that their schools did not have a clear educational orientation. Parents with children in elementary and high schools reported on the average that their school had some approach, but parents of pupils in junior high schools claimed their school had no clear educational orientation.

Content analysis of descriptions of school ideology or approach focused on analyzing the values emphasized and the religious-political orientation of the school. The content analysis of parents' responses followed the same process of classification used in analyzing principals' responses. (See notes for Tables 5.5 and 5.6 for definitions of religious and political orientations and value categories.) One-way analyses of variance by system of the indicators of religious-political orientation were performed for each school level. Significant differences among educational systems in the political orientation of schools were found for elementary and high school levels, but not for the junior high. In both instances, State schools were described as having Zionist or Zionist social democratic political orientations emphasizing democracy and nationalism, whereas State Religious schools were described as having Zionist-settlement orientations emphasizing the settlement of the Land of Israel. Arab schools were not reported to have a religious or political school ideology.

Parents' descriptions of their school's educational approach were also analyzed to ascertain the values being inculcated in the schools. Analysis of the value orientations of the schools as viewed by parents reveals significant differences primarily among school levels and between State and State Religious systems. Table 8.1 presents the distribution of parents' reports of values inculcated by education system. Table 8.1 shows that parents reported more inculcation of specific values in the elementary school than in junior or senior high schools. State Religious schools are distinguished from State schools by their emphasis on Jewish Orthodox values and Jewish values in general. In addition, on the elementary and high school levels State Religious schools emphasized the value of the settlement of the Land of Israel more than State schools. State Religious high schools also emphasized nationalism as a value. State elementary schools are distinguished from elementary schools in other systems by their emphasis on three values: democracy, individualism and modernity. The few Arab schools reported to have a school ideology were distinguished from the State and State Religious schools on the elementary level by their emphasis on planning as a value and on the high school level by their emphasis on modernity as a value.

Educational Priorities

Parents were asked to indicate the degree of emphasis their children's school placed on seven educational objectives: good citizenship, acquiring basic knowledge and skills, developing individual abilities, vocational preparation, developing religiosity, developing enjoyment of learning, and transmission of cultural heritage. Two-way analyses of variance by system and school level of parent responses found significant differences among school levels in the emphasis of vocational preparation, developing religiosity, and transmission of cultural heritage. Junior and senior high schools stressed vocational preparation more than elementary schools. In contrast, elementary schools emphasized transmission of cultural heritage more than secondary schools. Religiosity was stressed more in elementary and junior high schools than in high schools.

Figure 8.1 presents the means of parents' responses to these questions by educational system. Statistical analyses found significant differences among the systems only for the development of religiosity. State Religious schools, as expected, emphasized this goal greatly while State and Arab schools placed little emphasis on this goal. Even though the responses of parents from the different systems were not significantly different for six of the educational goals, the rank ordering of the goals is only similar for two of these goals: good citizenship and acquiring basic knowledge and skills. Acquiring knowledge is ranked as the highest or second highest educational priority in all systems and citizenship is ranked second or third priority. The rank ordering of the other educational objectives differs for parents from different systems.

Developing individual abilities is ranked second in priority in the State system, third in the Arab system, and fourth in the State Religious system. Vocational preparation receives fourth rank in State and Arab systems, but is the lowest priority in the State Religious system. Enjoyment of learning is ranked third priority in the State system, but is ranked fourth in the Arab system and fifth in the State Religious system. Cultural transmission is also ranked lower in the State Religious system than in the other systems.

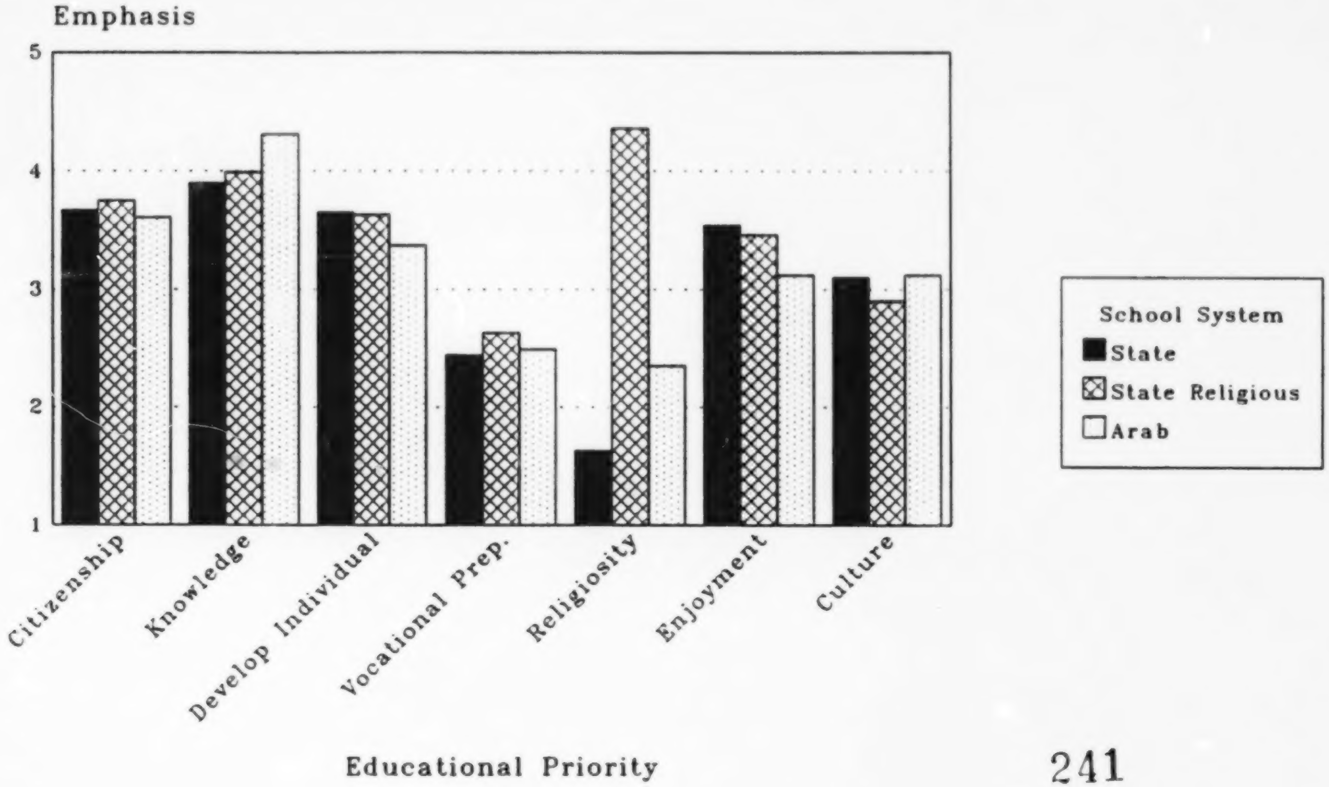
TABLE 8.1

PERCENTAGE OF PARENTS REPORTING SCHOOL VALUES BY SYSTEM AND SCHOOL LEVEL

	System											
	Total			State			State Religious			Arab		
Values	E	J	H	E	J	H	E	J	H	E	J	H
Jewish values	33	24	26	10	0	1	83	47	67	0	0	0
Jewish Orthodoxy	26	22	25	1	0	1	79	13	62	0	0	0
Jewish traditions	6	3	0	9	0	0	4	7	0	0	0	0
Nationalism	11	2	15	10	0	6	18	5	30	0	0	0
Settlement of Israel	4	3	5	0	0	0	11	7	13	0	0	0
Democracy	10	0	11	17	0	16	3	0	7	4	0	7
Pluralism	5	0	0	8	0	(2)*	1	0	(2)*	0	0	0
Individualism	9	0	6	15	0	9	3	0	3	0	0	0
Planning	4	0	4	3	0	3	0	0	0	29	0	0
Ethics	5	5	10	4	7	12	7	0	6	4	0	14
Modernity	10	0	15	16	0	17	4	0	10	4	0	29
Helping others	7	2	6	12	6	7	3	0	7	0	0	0

Key: E=Elementary; J=Junior high; H=High school
* Number of parents reporting this value emphasis

FIGURE 8.1
PARENTS' PERCEPTION OF EDUCATIONAL PRIORITIES BY SYSTEM



KEY:
1=not emphasized; 2=little emphasis; 3-moderate emphasis;
4=strong emphasis; 5=very strong emphasis

Interaction effects between educational system and school level were found for three goals: developing individual abilities, vocational preparation, and developing religiosity. In the State system, developing individual abilities was reported to be emphasized more by elementary and high schools than junior high schools. In the State Religious system this goal received greater emphasis in secondary schools than in elementary schools, whereas in the Arab sector elementary schools emphasized developing individual abilities more than secondary schools. A different pattern is apparent for the goal of vocational preparation. In the State system vocational preparation is emphasized more in the high school than at lower levels. In the State Religious system junior and senior high schools are reported to give the same degree of emphasis to this goal. In the Arab sector the elementary school is reported to emphasize vocational preparation the most, the high school second most, and the junior high the least. Religiosity is emphasized more on the elementary school level in both the State and State Religious systems, whereas it is stressed more on the secondary level in the Arab system.

The Content of the School Curriculum

Parents were asked about three aspects of the content of the school curriculum: the subjects most emphasized in the curriculum, the existence and nature of special curricula, and the existence of "grey education," supplementary programs paid for by parents.

The Subjects Most Emphasized in the School Curriculum

Parents were asked to name the three subjects most emphasized by teachers in their school. These subjects were classified into sixteen fields as in the analysis of the pupils' questionnaire. Table 8.2 presents the mean percent of parents choosing the subject fields by system. Mathematics is the subject most emphasized in all systems, foreign language (English) is the second most emphasized subject, and Hebrew is third in all systems.

Two-way analyses of variance by system and school level were performed to assess the differences in preference for subject fields. These analyses show significant differences in emphasis among school levels of nine subject fields: Jewish studies, social studies, mathematics, Hebrew, vocational preparation, foreign language, sciences, technology, and special curricula. Jewish studies and Hebrew are most emphasized in the elementary school, second most in the junior high, and least in the senior high school. Elementary and junior high levels emphasize mathematics more than high schools. Junior high schools are reported to stress foreign language instruction more than elementary or high school levels. Vocational preparation, technology, the sciences, and special curricula are emphasized more in the high school than in lower levels of the system.

TABLE 8.2

PARENTS' PERCEPTION OF MOST EMPHASIZED SUBJECTS BY SYSTEM

(Mean %)

	System		
Subject	State	State Religious	Arab
Social education	0	1	0
Jewish studies	23	96	0
Social studies	19	8	20
Mathematics	76	77	84
Hebrew	45	25	47
Vocational	3	6	0
Foreign language	56	56	41
Science	11	4	16
Arts & music	7	4	10
Technology	7	0	2
Personality	0	0	0
Special curriculum	10	0	0
Arabic	2	1	78
Physical education	2	1	4
World religions	0	0	0
Thinking	0	0	0

Statistical analyses show significant differences among educational systems in the emphasis of six subject fields: Jewish studies, social studies, Hebrew, sciences, Arabic, and special curricula. State and Arab schools emphasize social studies, Hebrew, and the sciences more than the State Religious system. The State system emphasizes special curricula more than the State Religious and Arab systems. The State Religious schools emphasize Jewish studies more than other systems, whereas the Arab system emphasizes Arabic more than other systems.

Interaction effects between system and school level were also found for social studies and Hebrew. State elementary schools are reported to emphasize social studies more than other elementary schools, whereas Arab high schools stress social studies more than State and State Religious high schools. Hebrew is emphasized in the State and Arab systems in the elementary and junior high school more than in the State Religious system. On the high school level, the Arab schools emphasize Hebrew more than high schools of other systems.

Special Curricula

Parents were asked if their school curriculum included special curriculum topics or programs. If they answered in the affirmative, they were then asked to describe them. Arab parents reported for the most part that their schools did not have any special programs. Jewish schools reported some programs. No differences were found among school levels in the existence of special programs. From the analysis reported above, we find that special programs are emphasized more in high schools than elementary and junior high schools and more in the State system than in other educational systems.

The majority of parents who reported that a special curriculum existed in their child's school had difficulty describing the nature of the program. Very few knew anything about the educational objectives of these new curricula. A minority could identify the exact content of these special curricula.

Grey Education

Sixty percent of the parents in our sample reported that their school had supplementary school instructional hours paid for primarily by parents. More elementary school parents reported such programs than junior high or high school parents. Forty-six percent of the parents reported that only parents funded these programs, whereas 33 percent said that parents shared funding with another source, and 22 percent reported that parents did not pay for the supplementary programs. Parents in the State Religious system paid more than parents in the State or Arab systems for these programs.

Parents of pupils enrolled in these programs were asked how satisfied they were with these programs and whether they would register their child again for these programs. Significant differences in the degree of satisfaction with these programs were found among parents according to school level. Thirty-six percent of elementary school parents were satisfied, whereas 52 percent of high school parents and 76 percent of junior high parents were satisfied. However, the majority of parents at all levels of schooling would register their children again for these programs.

Characteristics of the Classroom Environment

Parents were asked to respond to a shortened version of the classroom environment question in order to obtain their viewpoint regarding pedagogical practices in their school's classrooms. The ten items chosen to include for parents were those thought to be more apparent to the parent who hears about aspects of the practices in the classroom from his children. Factor analysis of these items was performed and three factors were identified: positive classroom climate, alternative teaching practices, and competitiveness. In the subsequent analysis we will examine the similarities and differences in classroom characteristics as reflected by these classroom factors and the profile of the individual items in the questionnaire.

Two-way analyses of variance by system and school level were performed on the three aspects of classroom environment. Significant differences among educational systems and significant interactions of system and school level were found for all indices. In addition, the level of competitiveness in classroom environments is reported to be significantly different in different levels of schooling.

Figure 8.2 presents the mean scores for climate, alternative teaching practices, and competitiveness for State, State Religious, and Arab systems. Classes in State and State Religious schools are characterized by having a positive class climate, whereas a positive climate is less characteristic of Arab classrooms, according to parents. In general, alternative teaching practices such as encouraging inquiry learning and initiative are reported to be infrequent in classrooms in all systems. However, State system classes used these methods slightly more frequently than the other systems. Competitiveness among pupils is quite common in Arab classes and somewhat frequent in State Religious classes, whereas it is infrequent in the State system.

No differences among elementary, junior or senior high classes were found for classroom climate or use of alternative teaching practices. However, competitiveness among pupils is more frequent in the junior high than in elementary or high schools.

The significant interaction effects indicate that the mean scores for school levels differ with the systems. In the State system elementary and senior high schools classroom have a positive classroom climate more frequently than junior high classes. In the State Religious system the junior high class receives a higher score for classroom climate than the high school and the elementary school has the lowest score. In contrast, in the Arab system the elementary school is reported to have a more positive climate than other school levels. Competitiveness is more pronounced in junior high classes in the State and State Religious systems, whereas in the Arab system high school classrooms were characterized by more frequent competitiveness and the junior high classes had less frequent competition among pupils. Alternative teaching practices were used less frequently in State junior high schools and more frequently in State elementary and high school classrooms, whereas in the State Religious system junior high school classrooms were reported to have more frequent use of alternative teaching methods than other school levels.

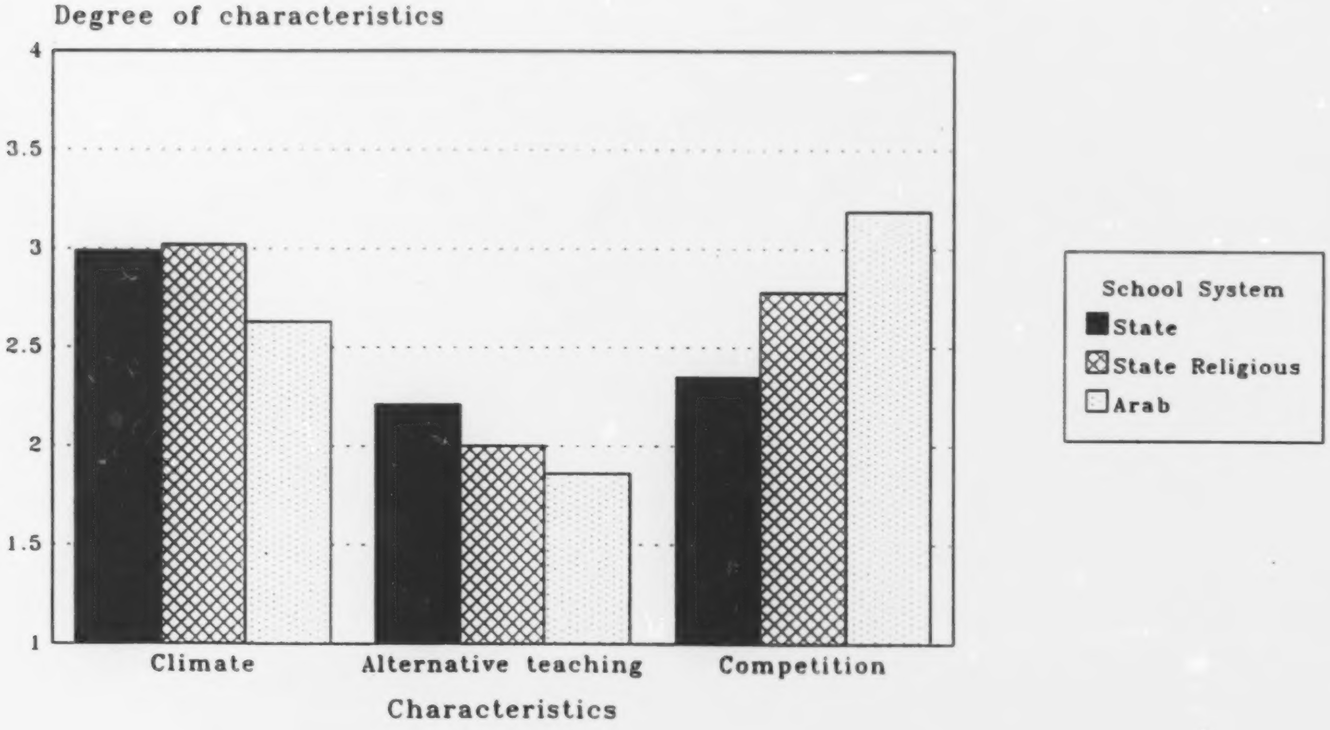
The ten items of the classroom environment can be classified into measures of the student-centered classroom environment and measures of the traditional teacher-centered environment. Figure 8.3 presents the mean scores for the profiles of the student-centered as opposed to teacher-centered environments by educational system. Statistical analyses found significant differences among educational systems on each of the ten measures of classroom environment. On six out of seven measures of student-centered environment, State and State Religious system classes receive significantly higher scores than in the Arab system. State system scores are somewhat higher than State Religious system scores on these indices. In contrast, the Arab class environment receives higher scores on two out of three measures of the traditional environment than the State system, with the State Religious system midway between. In summary, the State system class environment is described by parents as more student-centered and less teacher-centered than the class environments in the other trends. The Arab classroom is described by parents as the least student-centered and the most traditional.

Figure 8.4 presents profiles of the measures of the student-centered and teacher-centered characteristics of the classroom by school level. Significant differences were found for all measures of the teacher-centered classroom and for two measures of the student-centered classroom: differentiation among pupils and cohesiveness. The junior high classroom is reported to be more traditional and teacher-centered and has the least cohesiveness among pupils of the school levels. However, it also has more differentiation among pupils than other school levels.

Parent Participation in School Life

Parents were asked to indicate on a five-point Likert scale how frequently they participate in six different activities which reflect different degrees of involvement in school life: parents' night, class activities such as ceremonies and trips, class committees, raising funds for the school, developing the curriculum, and running activities in the school. Factor analysis of these items found two factors, one for involvement in the first three activities and the other for involvement in the latter three activities. This division is conceptually appropriate since the first activities are those which involve lower investment on the part of the parent and the latter are those demanding more investment. Significant differences were found among school levels in the level of participation of parents for both indices. Participation of parents in school life is significantly greater on the elementary school level than the secondary level. On the average, parents with children in elementary school reported participating very frequently in parents' evenings, class activities, and class committees. They reported participating infrequently in the other activities. Parents with children in junior and senior high schools reported frequent participation in the first set of activities and no participation in the second set of activities.

FIGURE 8.2
PARENTS' PERCEPTION OF CLASSROOM ENVIRONMENT CHARACTERISTICS BY SYSTEM

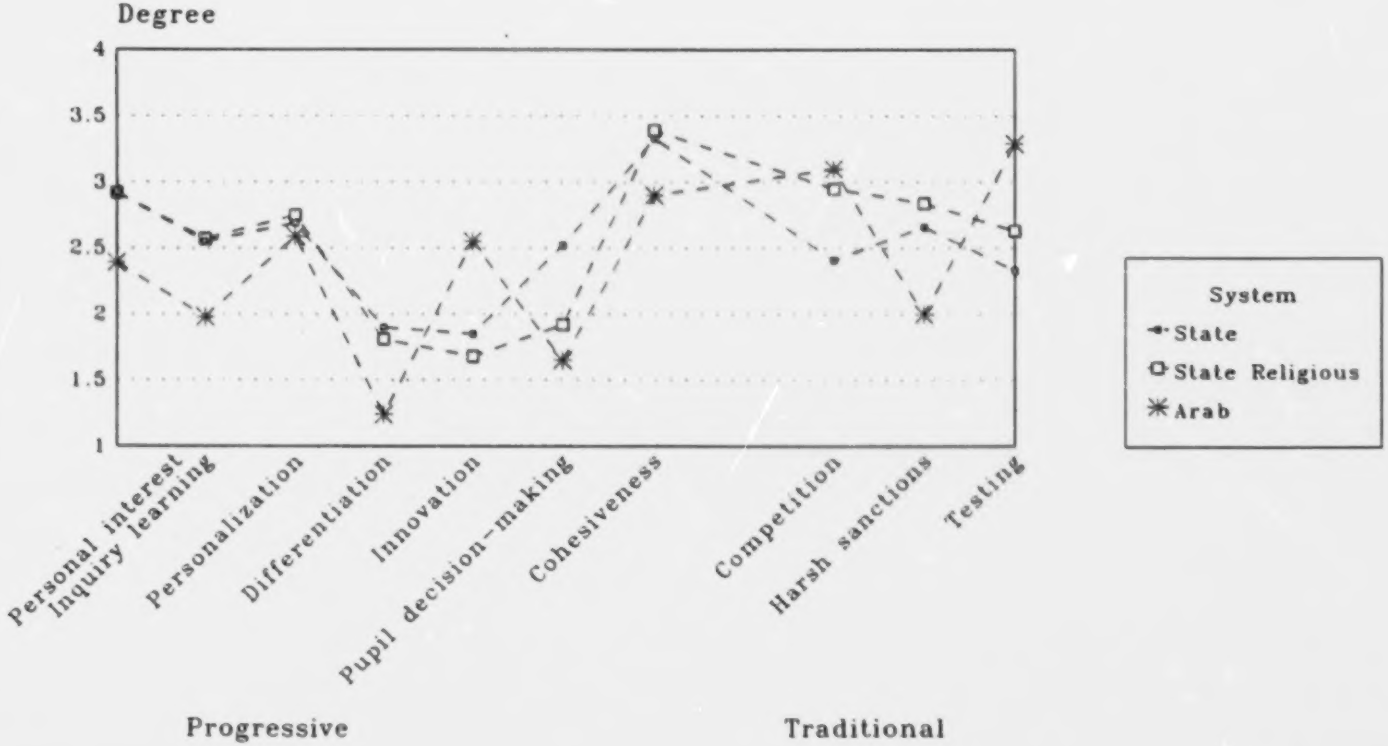


247

Key:
1=not characteristic; 2=somewhat characteristic;
3=characteristic; 4=very characteristic

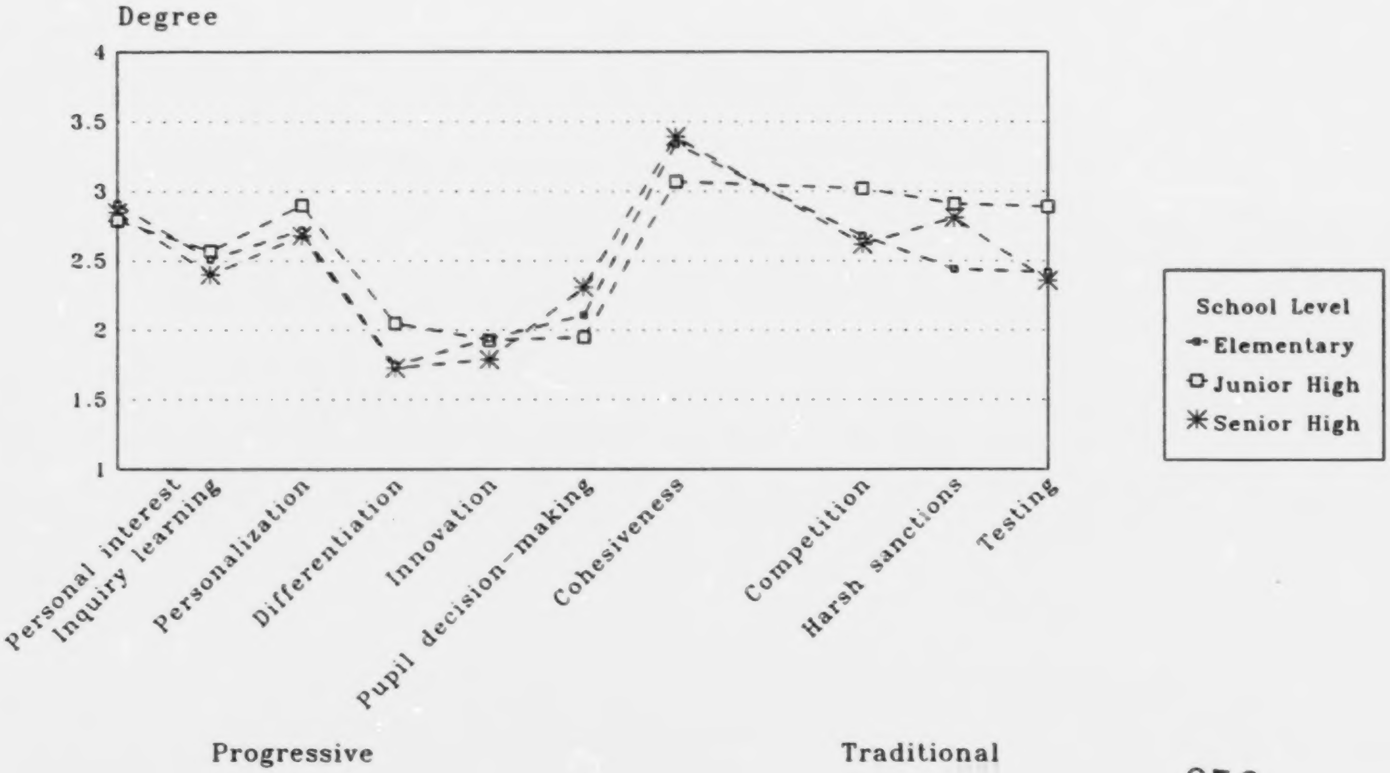
248

FIGURE 8.3
PARENTS' PERCEPTION OF PROGRESSIVE AND TRADITIONAL CLASSROOM ENVIRONMENT CHARACTERISTICS BY SYSTEM



Key: 1=not characteristic; 2=somewhat characteristic;
3=characteristic; 4=very characteristic

FIGURE 8.4
PARENTS' PERCEPTION OF PROGRESSIVE AND TRADITIONAL CLASSROOM ENVIRONMENT CHARACTERISTICS BY SCHOOL LEVEL



Key: 1=not characteristic; 2=somewhat characteristic;
3=characteristic; 4=very characteristic

The frequency of parent participation in fund-raising, curriculum development, and running activities in the school is quite similar among the educational systems. It is generally infrequent. However, parent participation in the other activities differs among the education systems. Parents in the State system reported very frequent participation, those in the State Religious system reported frequent participation, whereas Arab parents reported infrequent participation.

School Success

Parents were asked to indicate their evaluation on a five-point scale of their school's success at achieving its primary educational objective. On the average, parents rated their schools as moderately successful. Statistical analysis of their responses by system and school level indicates significant differences among the systems in parents' evaluation of school success and a significant interaction between system and school level. Parents in the State and State Religious systems rated their schools as successful, whereas parents with children in the Arab system rated their schools as moderately successful. Parents with children in State elementary and high schools gave a higher rating of success to their schools than those with children in State junior high schools. Parents with children in the State Religious junior high schools gave a higher rating than those with children in the senior high and the elementary level. In contrast, Arab parents with children in elementary schools rated their school's success as greater than parents of junior or senior high pupils.

Summary

This analysis of parents' reports of the school curriculum is based on a purposive sub-sample of thirty schools in our study. Two reservations are in order before summarizing the results of this analysis. First, the number of elementary and high schools in this sample outweighs the number of junior high schools. Second, the number of Arab parents who responded to our interview is small. Therefore, concluding comments about the nature of parents' views of school curricula in junior high schools and in the Arab system should be considered initial impressions.

The school curricula of our sample have a number of similarities, according to parents' reports. First, two educational objectives are emphasized in these curricula: acquiring basic knowledge and skills, and good citizenship. Acquiring knowledge is seen by parents as the top educational priority and good citizenship a secondary priority. Secondly, the three subjects most emphasized in the curricula of all systems are mathematics, foreign language (English), and Hebrew. Third, the majority of schools have "grey education," a supplementary curriculum paid for at least in part by parents. Fourth, classroom environments in these schools are characterized by limited use of alternative teaching practices. Lastly, parent participation in such activities as school fund-raising, curriculum development, and running school activities is infrequent.

Differences among educational systems were found for all aspects of school curriculum studied. According to parents' reports, State schools are distinguished by having a school ideology which inculcates a center to left political ideology, a greater emphasis on developing individual abilities and enjoyment of learning, more emphasis on Hebrew, social studies, and the sciences, more special curricula, a more student-centered classroom environment, and more parent participation in school life than other systems. State Religious schools are characterized by parents as having a religious and political ideology of Jewish Orthodoxy and nationalist political orientation. In line with their religious ideology, State Religious schools emphasize the goal of religiosity as their highest educational priority and Jewish studies in the content of the curriculum. Fewer Arab parents reported that their schools had a specific school ideology than did Jewish parents. In the few cases of such reports, no religious or political component was found in the ideology. Instead, these parents emphasized that their schools desired to inculcate modern values. The rank order of educational priorities in Arab schools is similar to that of State schools. According to the parents in our sample, schools in the Arab system emphasized Arabic, had fewer special curricula, had more traditional classroom environments, and had infrequent parent participation in school life. Arab parents viewed their schools as moderately successful, whereas Jewish parents viewed their schools as successful.

Differences in the curricula of elementary, junior and senior high schools were also found, according to parents' reports. Elementary schools emphasize the development of religiosity, transmission of culture, and Jewish studies and Hebrew more than secondary schools. Elementary schools also have more grey education and parent participation than secondary schools. Junior high schools emphasize the study of foreign languages more than other school levels. Their classroom environments are more competitive than those of other school levels. High schools are primarily distinguished by more emphasis on vocational training, and by their greater stress on the subjects of technology, the sciences, and special curricula.

An additional finding should be noted regarding differences between the characteristics of State and State Religious junior high schools. Parents view State junior high schools as less successful, whereas parents in the State Religious system view the State Religious junior high as more successful than other school levels in their system.

Chapter 9

Characteristics of Class Lessons

The implicit curriculum of the school consists of the cultural messages learned from the ways in which the explicit curriculum is put into practice or action in the school and classroom (Goodlad, 1984). This chapter presents an analysis of the implicit curricula as reflected in class lessons of a purposive sample of twenty elementary, junior high, and senior high schools from the State, State Religious, and Arab systems which, according to questionnaire and interview analysis, represented a diversity of types of school cultures. In each school two class lessons were observed in each of four subjects — language and literature, mathematics, social studies, and Bible — in the grades sampled in this study during the winter and spring of the school year. A total of 108 class lessons were observed. In this chapter we identify the common characteristics of these class lessons and analyze the differences that characterize the class curricula of different systems and school levels.

Common Characteristics of Class Lessons

Classroom lessons in all systems and school levels shared a number of similar characteristics with regard to goals, contents, learning activities, interactions among students, organization of the curriculum, and degree of involvement of teachers and pupils in decisions about learning in the classroom. Teachers primarily emphasized cognitive goals and placed minimal emphasis on goals concerning the development of values, social relations and social skills, and feelings. The levels of cognition emphasized in class lessons ranged from understanding to application and synthesis. Most teachers reported that the contents they emphasized in their lessons were dictated by the system and that they exercised little autonomy in the choice of the contents of their lessons. The contents most emphasized in lessons were ideas from the disciplines. Moderate to low emphasis was placed on learning skills and heuristic of the disciplines. Values, cognitive operations, social relations, and self-reflection were rarely found to be included in the contents of class lessons. Four types of learning activities were rarely included in lessons: discussions, problem-solving, games, and activities which encourage the development of verbal expression. In contrast, activities related to book learning were common to a moderate extent in all class lessons. Pupils learned in uniform ways in the lesson; minimal differentiation in the content or activities of pupils was found in most class lessons. Pupils are not given the opportunity to choose or be involved in the decisions regarding the types of learning activities that they do in most class lessons. On the whole, positive relations among the pupils are characteristic of most class lessons.

Characteristics of Class Lessons in Different Systems

Discriminant analyses were performed to identify distinctive differences in class lesson characteristics among State, State Religious, and Arab systems (discriminant analysis results are available from the author). Table 9.1 present the means and standard deviations for class lesson characteristics for the total sample and for each of the three systems.

Class lessons in the three systems were found to be distinguished by their relative emphases on different types of goals, by the use of certain learning activities, encouragement of competition among pupils, tracking of pupils, specificity of teacher's feedback to pupils, and the degree to which the teachers interacted with small groups of pupils. Teachers' reports of the goals of their lessons and observers' reports of the lessons were found not to be correlated. Therefore we present separately the results of the analysis for both reports. According to teachers' reports, teachers in the State system emphasize the development of personal goals such as developing independent learning skills, creative thinking, and general cognitive operations slightly more than other systems. Teachers in the State Religious system placed greater emphasis on religious goals than teachers in other systems, whereas teachers in the Arab system stressed cognitive and social goals more than teachers in other systems. According to observers, although most classes primarily emphasized cognitive goals, the State system's teachers placed greater emphasis on developing values than other systems, whereas the State Religious system's teachers emphasized cognitive and religious goals more than other systems. The Arab teachers attempted to achieve more specific objectives in their lessons than other teachers.

The relative use of different types of learning activities was found to discriminate greatly among the three systems. State system classes were distinguished by having more group activities which develop social relations and social skills. Classes in the State Religious system included inquiry or research activities more than other systems and a lot of preparatory activities in relation to them. Arab class lessons had the most frequent use of lecturing of the three systems. However, a greater variety of materials were used in these lessons than in classes in other systems. On the whole, lessons in the State system provided more student-centered activities than those of the State Religious or Arab system.

Little differentiation of activities or contents of learning among pupils and little tracking by ability was observed in the Arab system. However, more competition among pupils occurred and was encouraged during classes in the Arab system than in other systems. On the average, three-quarters of all the pupils were engaged in learning in the classes observed in the Arab system.

State system classes were characterized by slightly more involvement of pupils in decisions about contents, materials, and types of activities, and greater involvement of pupils in learning than classes in other systems. However, in State system classes disciplinary actions on the part of teachers were also more frequent than in classes in the other systems.

TABLE 9.1

MEANS AND STANDARD DEVIATIONS OF CLASS LESSON CHARACTERISTICS BY SYSTEM

Classroom	System							
Lessons	State		State Religious		Arab		Total	
Characteristic	x	sd	x	sd	x	sd	x	sd
Goals-Teacher (number) Cognitive	2.3	1.3	2.1	1.4	3.2	0.9	2.3	1.3
Social	0.2	1.2	0.3	1.4	0.2	0.4	0.2	1.2
Values	0.2	1.2	0.3	1.5	0	0	0.2	1.2
Feeling	0.2	1.2	0.3	1.4	0	0	0.2	1.2
Religious	0.2	1.2	0.4	1.5	0	0	0.3	1.3
Personal	0.3	1.3	0.4	1.5	0	0	0.3	1.3
Highest Level[1] Cognitive	4.9	3.2	5.2	3.2	2.9	0.8	4.8	3.0
Lowest Level[1] Cognitive	1.8	1.3	2.2	1.9	1.5	0.5	1.9	1.5
Goals-Observer (number) Cognitive	2.0	1.0	2.0	0.8	2.2	0.7	2.0	0.9
Social	0.1	0.4	0.2	0.4	0.1	0.3	0.1	0.4
Values	0.1	0.3	0	0.2	0	0	0.1	0.3
Feeling	0	0.1	0	0.2	0	0	0	0.1
Religious	0.1	0.4	0.4	0.9	0	0.1	0.2	0.6
Personal	0.2	0.4	0.1	0.3	0.1	0.2	0.1	0.3
Highest Level[1] Cognitive	4.9	3.1	4.4	3.0	3.5	2.5	4.5	3.0
Lowest Level[1] Cognitive	2.2	1.6	1.7	0.8	1.7	0.8	1.9	1.3

TABLE 9.1 continued

MEANS AND STANDARD DEVIATIONS OF CLASS LESSON CHARACTERISTICS BY SYSTEM

	State		State Religious		Arab		Total	
	x	sd	x	sd	x	sd	x	sd
Specificity[2]	3.0	0.8	3.2	0.5	3.3	0.4	3.1	0.7
Learning Activities[3]								
Recitation	0.8	1.0	2.1	0.8	0.8	0.8	0.9	0.9
Inquiry-research	0.1	0.3	0.4	0.7	0.2	0.2	0.2	0.5
Social	0.2	0.3	0.2	0.1	0.2	0.4	0.2	0.2
Discussion	0.2	0.3	0.2	0.4	0	0	0.1	0.3
Lecture	0.2	0.7	1.2	0.7	1.2	0.6	0.9	0.7
Problem-solving	0.4	0.7	0.6	0.8	0.5	0.9	0.5	0.7
Games	0.2	0.5	0.1	0.2	0.1	0.2	0.1	0.4
Discipline	0.5	1.0	0.6	0.7	0.3	0.5	0.5	0.8
Preparation for activity	0.5	0.5	0.8	0.8	0.3	0.3	0.6	0.7
Student-centered activities[4]	1.0	0.5	0.9	0.3	0.8	0.3	1.0	0.4
Variety of materials[5]	1.8	1.4	1.8	0.8	2.5	1.0	1.9	1.2
Content of Lesson[6]								
Ideas and concepts of disciplines	2.3	0.6	2.6	0.6	2.3	0.6	2.3	0.6
Heuristic of disciplines	1.9	0.8	2.0	0.7	1.6	0.5	1.9	0.7
Symbolic skills	1.5	0.6	1.6	0.7	1.4	0.5	1.5	0.6
Creative thinking	1.2	0.2	1.1	0.3	1.1	0.1	1.1	0.4
Self-reflection	1.1	0.2	1.1	0.3	1.0	0.1	1.1	0.2
Independent learning skills	1.2	0.5	1.1	0.4	1.0	0.1	1.2	0.4

TABLE 9.1 continued

MEANS AND STANDARD DEVIATIONS OF CLASS LESSON CHARACTERISTICS BY SYSTEM

	State		State Religious		Arab		Total	
	x	sd	x	sd	x	sd	x	sd
Cognitive operations	1.0	0.1	1.1	0.4	1.0	0	1.0	0.2
Attitudes	1.2	0.4	1.3	0.4	1.4	0.5	1.3	0.4
Values	1.2	0.4	1.3	0.4	1.2	0.3	1.2	0.4
Social skills-teacher	1.1	0.4	1.1	0.2	1.0	0	1.0	0.3
Social skills-observer	1.1	0.2	1.1	0.3	1.2	0.4	1.1	0.3
Social skills-expert	1.1	0.4	1.1	0.3	1.0	0	1.0	0.3
Choice of content[7]	1.4	0.6	1.1	0.3	1.2	0.3	1.2	0.4
Methods of Teaching[8] Inquiry	1.4	0.7	1.2	0.4	1.0	0.1	1.3	0.6
Book learning	2.4	1.2	2.7	1.2	2.8	1.3	2.6	1.2
Sharing opinions	2.0	0.9	1.7	0.8	1.4	0.5	1.8	0.8
Choice of method	1.5	0.6	1.1	0.3	1.2	0.3	1.2	0.4
Organization of Learners[9] Differentiation	0.2	0.3	0.2	0.4	0	0	0.1	0.3
Tracking-teacher	1.9	0.2	2.0	0.1	2.0	0	2.0	0.1
Tracking-observer	1.9	0.2	2.0	0.1	2.0	0.1	2.0	0.2
Relations[10] Competition	1.6	0.6	2.4	0.8	2.8	0.4	2.2	0.8
Cooperation	2.6	0.9	2.3	0.7	2.5	0.7	2.4	0.7
Friendly relations	3.6	0.5	3.6	0.5	3.8	0.4	3.6	0.5
Teacher relates to small groups	1.7	0.6	1.1	0.2	1.0	0	1.2	0.4

TABLE 9.1 continued

MEANS AND STANDARD DEVIATIONS OF CLASS LESSON CHARACTERISTICS BY SYSTEM

	State		State Religious		Arab		Total	
	x	sd	x	sd	x	sd	x	sd
Teacher relates to individuals	2.3	0.8	1.9	0.6	1.5	0	1.9	0.7
Engagement in learning	3.9	0.4	3.1	0.8	4.0	0	3.4	0.8
Decisions[11] Learning activities	1.5	0.5	1.2	0.4	1.2	0.2	1.3	0.4
Content	1.4	0.7	1.0	0	1.0	0	1.1	0.4
Seating	1.6	0.9	2.3	1.0	2.0	1.4	2.1	1.0
Feedback[12] Amount	1.3	0.5	1.5	0.5	2.0	0	1.5	0.5
Specific	1.6	0.5	1.2	0.4	2.0	0	1.4	0.5
Constructive observer	1.8	0.5	1.2	0.4	2.0	0	1.9	0.3
Sanctions	2.1	1.1	2.1	1.1	2.0	1.4	2.1	1.1
Suspension	1.0	0	1.2	0.6	1.0	0	1.2	0.5

Note: Total - N=105, State - N=53, State Religious - N=39, Arab - N=13

[1] 1=knowledge, 2=understanding, 3=application, 4=analysis, 5=synthesis, 6=evaluation

[2] 1=not phrased as objective, 2=general goal, 3=operational objectives, 4=operational objective derived from general goal

[3] count of number of times during three times of observation per lesson

[4] number of activities in which pupils active/number of activities in which the teacher is active

[5] number of materials used out of 12 types during lesson

[6] 1=not mentioned, 2=some emphasis, 3=emphasized

[7] 1=contents decided by Ministry of Education, 2=large part of contents decided by Ministry, 3=a small part decided by Ministry, 4=teacher chooses contents

[8] 1=not in use, 2=in use in a third of the lesson, 3=in use in two-thirds of the lesson, 4=in use in all of the lesson

[9] 1=in use, 2=not in use

[10] 1=never, 2=infrequent, 3=frequent, 4=throughout the lesson

[11] 1=teacher decides, 2=teacher and students decide, 3=student decides

[12] 1=never, 2=sometimes, 3=very frequently

In contrast to the State and Arab systems, classes in the State Religious system had the lowest level of pupil involvement in learning (on the average 50-75 percent of the pupils engaged in learning) and little involvement of pupils in decisions regarding learning in the classroom.

Characteristics of Class Lessons in Elementary, Junior and Senior High Schools

Discriminant analyses by school level were performed to assess the nature of the differences in class lessons in the elementary, junior high, and senior high schools. Classes in elementary schools were found to differ significantly from both junior and senior high classes in their goal emphases, content emphases, learning activities, team teaching, and the use of tracking. Table 9.2 presents the means and standard deviations of the variables which discriminated significantly among the three school levels: teachers' relationships to pupils, pupils' relationships to other pupils, teachers' sanctions and feedback to pupils, and the involvement of pupils in decisions regarding contents and learning activities as well as their general engagement in learning.

According to both teachers' and observers' reports, elementary classes emphasized personal goals such as developing independent learning skills, creative thinking, and general cognitive operations slightly more than classes in junior and senior high schools, whereas junior and senior high classes stressed cognitive goals more than elementary classes. Junior and senior high lessons focused on the attainment of more specific objectives than elementary school lessons. Although all the classes emphasized learning ideas and concepts of the disciplines more than other types of contents, junior high classes emphasized ideas and concepts more than elementary or high school classes. Elementary classes included in their curricula contents creative thinking and independent learning skills more than classes in junior and senior high schools. A greater variety of materials were used in elementary classes than junior or senior high classes. Instances of team teaching were observed in elementary school classes, whereas in the upper grades this was not observed. Tracking of pupils by achievement or ability during class lessons and differentiation of assignments and contents of curriculum among pupils was witnessed at times in elementary classes and not in the upper grades.

In elementary school classes, teachers tended to interact more with groups of pupils than with individual pupils. They gave feedback and sanctions to pupils infrequently. Pupils worked cooperatively on assignments during the majority of class time. Pupils were allowed some participation in decisions regarding the contents and nature of their learning activities and over 75 percent of pupils were engaged in learning throughout the lesson.

Junior high teachers primarily interacted with the individual pupils. They gave feedback to pupils sometimes and sanctioned them frequently during lessons. Competition and cooperation among pupils was found to be infrequent in the junior high classroom. Pupils were not involved in decisions in the classroom and overall involvement in learning was found to be moderate; on the average, 50-75 percent of the pupils were engaged in learning throughout the lesson.

TABLE 9.2

MEANS AND STANDARD DEVIATIONS OF CLASS LESSON CHARACTERISTICS FOUND SIGNIFICANTLY DIFFERENT BY SCHOOL LEVEL

Classroom	School Level					
Lessons	Elementary		Junior High		Senior High	
Characteristic	x	sd	x	sd	x	sd
Goals-Teacher (number) Social	0	0.2	0	0	0.7	2.3
Personal	0.2	0.5	0.1	0.2	0.6	2.3
Highest Level[1] Cognitive	5.0	3.2	5.3	3.0	4.2	2.8
Goals-Observer (number) Cognitive	1.9	0.8	2.0	0.7	2.3	1.1
Personal	0.2	0.4	0	0.1	0	0.1
Specificity[2]	2.9	0.7	3.3	0.6	3.3	0.6
Learning Activities[3] Discussion	0.1	0.3	0.3	0.5	0.1	0.2
Problem-solving	0.7	0.9	0.4	0.6	0.2	0.5
Preparation for activity	0.3	0.9	0	0	0.1	0.3
Variety of materials[4]	2.1	1.3	1.4	0.5	1.9	1.1
Content of Lesson[5] Ideas and concepts of disciplines	2.3	0.7	2.6	0.5	2.4	0.5
Heuristic of disciplines	1.8	0.7	2.0	0.7	2.0	0.8
Creative thinking	1.2	0.5	1.1	0.2	1.0	0.1
Independent learning	1.3	0.6	1.0	0.1	1.0	0.1

TABLE 9.2 continued

MEANS AND STANDARD DEVIATIONS OF CLASS LESSON CHARACTERISTICS FOUND SIGNIFICANTLY DIFFERENT BY SCHOOL LEVEL

	Elementary		Junior High		Senior High	
	x	sd	x	sd	x	sd
Attitudes	1.2	0.4	1.3	0.4	1.4	0.5
Methods of Teaching[6] Book learning	2.4	1.2	2.7	1.3	2.7	1.2
Choice of method	1.5	0.9	1.0	0	1.1	0.3
Organization of Learners[7] Differentiation	0.1	0.3	0.3	0.5	0.1	0.1
Tracking-teacher	1.9	0.2	2.0	0	2.0	0
Relations[8] Competition	2.4	0.8	1.8	0.3	1.7	0.8
Cooperation	2.4	0.8	2.0	0.5	2.5	0.6
Teacher relates to small groups	1.3	0.4	1.0	0	1.3	0.6
Teacher relates to individuals	1.9	0.6	1.8	0.6	2.3	1.0
Engagement in learning	3.3	0.8	3.0	0	3.8	0.4
Decisions[9] Learning activities	2.2	1.0	1.0	0	2.3	1.0
Content	1.2	0.4	1.0	0	1.4	0.5
Feedback[10] Amount	1.4	0.5	1.7	0.6	1.5	0.5
Sanctions	2.0	1.1	3.1	0.2	1.7	1.1
Suspension	1.2	0.6	1.0	0	1.0	0

See notes on following page.

Notes to Table 9.2:

Elementary - N=56, Junior High - N=19, Senior High - N=30

[1] 1=knowledge, 2=understanding, 3=application, 4=analysis, 5=synthesis, 6=evaluation

[2] 1=not phrased as objective, 2=general goal, 3=operational objectives, 4=operational objective derived from general goal

[3] count of number of times during three times of observation per lesson

[4] number of materials used out of 12 types during lesson

[5] 1=not mentioned, 2=some emphasis, 3=emphasized

[6] 1=not in use, 2=in use in a third of the lesson, 3=in use in two-thirds of the lesson, 4=in use in all of the lesson

[7] 1=in use, 2=not in use

[8] 1=never, 2=infrequent, 3=frequent, 4=throughout the lesson

[9] 1=teacher decides, 2=teacher and students decide, 3=student decides

[10] 1=never, 2=sometimes, 3=very frequently

Senior high teachers, like elementary teachers, interacted more with groups of pupils than with individual pupils. They gave feedback and sanctions to pupils infrequently. Little competition and frequent cooperation among pupils was found in high school classes. Pupils were not allowed to participate in decisions regarding the contents of learning or seating assignments, but limited participation in decisions about the nature of learning activities was allowed. On the average, three-quarters or more of the pupils were engaged in learning in high school classes, a higher percentage than found in elementary or junior high classes.

Differences among the Systems in Elementary Schools

Since significant differences in the characteristics of class lessons were found for elementary and secondary schools, we examined the differences among the systems separately for elementary and secondary classes. Discriminant analyses found significant differences among elementary classes from different systems in their relative emphasis of different educational objectives, different types of contents of the curriculum, types of learning activities, differentiation among pupils, teachers' feedback to pupils, involvement of pupils in decisions, and pupils' engagement in learning. Table 9.3 presents the means and standard deviations for these variables by system.

According to teachers' reports, teachers in the State system emphasized personal goals such as developing independent learning and creativity slightly more than teachers from other systems, whereas teachers in the State Religious system stressed religious and emotional goals slightly more than other systems. Arab teachers focused exclusively on cognitive objectives in their classes. Observers' reports about the lessons' objectives generally concurred with these distinctions, but added that State elementary classes also included at times affective objectives of value clarification.

TABLE 9.3

MEANS AND STANDARD DEVIATIONS OF CLASS LESSON CHARACTERISTICS FOUND SIGNIFICANTLY DIFFERENT BY SYSTEM FOR ELEMENTARY SCHOOLS

Classroom Lessons Characteristic	System					
	State		State Religious		Arab	
	x	sd	x	sd	x	sd
Goals-Teacher (number) Feeling	0	0.2	0.1	0.3	0	0
Religious	0	0.2	0.3	0.5	0	0
Personal	0.3	0.5	0.2	0.4	0	0
Lowest Level[1] Cognitive	1.6	0.8	2.3	2.0	1.7	0.5
Goals-Observer (number) Cognitive	1.7	0.9	2.0	0.8	2.2	0.8
Values	0.1	0.2	0.1	0.2	0	0
Religious	0.1	0.3	0.5	1.1	0	0
Personal	0.3	0.4	0.1	0.4	0.1	0.2
Learning Activities[2] Recitation	1.0	1.2	1.5	0.8	0.9	1.0
Inquiry-research	0.1	0.2	0.5	1.0	0.2	0.2
Discussion	0.1	0.3	0.1	0.2	0	0
Discipline	0.5	1.2	0.6	0.4	0.4	0.2
Preparation for activity	0.5	0.6	0.6	0.4	0.4	0.2
Student-centered activities[3]	1.1	0.6	0.9	0.4	0.7	0.3
Variety of materials[4]	2.0	1.5	1.8	1.0	2.7	1.1

TABLE 9.3 continued

MEANS AND STANDARD DEVIATIONS OF CLASS LESSON CHARACTERISTICS FOUND SIGNIFICANTLY DIFFERENT BY SYSTEM FOR ELEMENTARY SCHOOLS

	State		State Religious		Arab	
	x	sd	x	sd	x	sd
Content of Lesson[5] Ideas and concepts of disciplines	2.1	0.7	2.7	0.6	2.2	0.6
Symbolic skills	1.6	0.6	1.7	0.8	1.4	0.5
Cognitive operations	1.0	0.1	1.1	0.5	1.0	0
Social skills-teacher	1.2	0.5	1.0	0	1.0	0
Social skills-observer	1.1	0.3	1.0	0	1.3	0.5
Social skills-expert	1.1	0.4	1.1	0.3	1.0	0
Methods of Teaching[6] Sharing opinions	2.1	1.0	1.7	0.8	1.3	0.5
Choice of method	2.0	1.1	1.1	0.2	1.0	0
Organization of Learners[7] Differentiation	0.3	0.4	0.1	0.3	0	0
Tracking-teacher	1.9	0.2	2.0	0.1	2.0	0
Relations[8] Competition	1.8	0.7	2.6	0.7	2.8	0.4
Cooperation	2.4	0.9	2.4	0.8	2.5	0.7
Engagement in learning	4.0	0	2.9	0.8	4.0	0
Decisions[9] Learning activities	1.5	0.6	1.1	0.3	1.2	0.2
Feedback[10] Amount	1.3	0.5	1.4	0.5	2.0	0
Specific	1.5	0.5	1.1	0.4	2.0	0

See notes on following page.

Notes to Table 9.3:

State - N=28, State Religious - N=19, Arab - N=9

[1] 1=knowledge, 2=understanding, 3=application, 4=analysis, 5=synthesis, 6=evaluation

[2] count of number of times during three times of observation per lesson

[3] number of activities in which pupils active/number of activities in which the teacher is active

[4] number of materials used out of 12 types during lesson

[5] 1=not mentioned, 2=some emphasis, 3=emphasized

[6] 1=not in use, 2=in use in a third of the lesson, 3=in use in two-thirds of the lesson, 4=in use in all of the lesson

[7] 1=in use, 2=not in use

[8] 1=never, 2=infrequent, 3=frequent, 4=throughout the lesson

[9] 1=teacher decides, 2=teacher and students decide, 3=student decides

[10] 1=never, 2=sometimes, 3=very frequently

The relative emphasis placed on learning ideas and concepts of the discipline, symbolic skills, cognitive operations, and social skills also differed among the systems. State Religious elementary classes stressed learning concepts, ideas, and symbolic skills more than State or Arab classes. According to teachers' reports, State teachers emphasized learning social skills more than other teachers. However, observers found that the learning of social skills was emphasized more in the Arab classes than in other classes.

The learning activities observed in State elementary classes were more pupil-centered than those observed in the other systems. Pupils tended to be active in State elementary classes, whereas pupils in State Religious and Arab classes were more passive learners. State Religious classes made more frequent use of lecturing and recitation activities than other classes. Lecturing was also a frequent activity in Arab classes and class activities were highly teacher-dominated. However, a greater variety of materials were used in Arab classes than in classes of other systems.

State and State Religious teachers provided very limited feedback to pupils, whereas Arab teachers provided more feedback to their pupils. State Religious and Arab classes differed from State elementary classes in their greater encouragement of competition among pupils and more frequent use of ability groupings during the lesson. On the other hand, State elementary classes involved pupils slightly more in decisions about the contents and nature of leaning activities, and differentiated the contents of assignments among pupils more frequently than State Religious or Arab classes.

Differences among the Systems in Secondary Schools

Far fewer significant differences were found among characteristics of secondary school classes in different systems than were found among elementary school classes (see Table 9.4).

TABLE 9.4

MEANS AND STANDARD DEVIATIONS OF CLASS LESSON CHARACTERISTICS BY SYSTEM FOR SECONDARY SCHOOLS

Classroom	System					
Lessons	State		State Religious		Arab	
Characteristic	x	sd	x	sd	x	sd
Goals-Observer (number) Cognitive	2.3	1.1	2.1	0.9	2.0	0
Values	0.1	0.4	0	0.1	0	0
Religious	0.1	0.4	0.3	0.7	0.1	0.3
Highest Level[1] Cognitive	4.9	2.7	4.6	2.8	2.0	0
Lowest Level[1] Cognitive	1.7	0.5	1.9	0.7	1.3	0.5
Learning Activities[2] Lecture	0.7	0.4	1.1	0.6	0.9	0.3
Preparation for activity	0.5	0.4	1.0	1.0	0.1	0.3
Content of Lesson[3] Self-reflection	1.0	0.1	1.0	0.1	1.1	0.2
Attitudes	1.2	0.4	1.3	0.5	1.9	0.7
Social skills-teacher	1.0	0	1.1	0.3	1.0	0
Social skills-observer	1.0	0.2	1.3	0.5	1.0	0
Social skills-expert	1.1	0.4	1.1	0.2	1.0	0
Relations[4] Competition	1.3	0.4	1.9	0.6	-	-
Friendly relations	3.8	0.4	3.4	0.6	-	-
Teacher relates to small groups	1.8	1.1	1.0	0	-	-
Engagement in learning	3.5	0.7	3.6	0.5	-	-

See notes on following page.

Note: State - N=24, State Religious - N=20, Arab - N=4
[1] 1=knowledge, 2=understanding, 3=application, 4=analysis, 5=synthesis, 6=evaluation
[2] count of number of times during three times of observation per lesson
[3] 1=not mentioned, 2=some emphasis, 3=emphasized
[4] 1=never, 2=infrequent, 3=frequent, 4=throughout the lesson

Secondary classes almost exclusively emphasized cognitive goals. The main difference found among the systems in these goals was in the level of thinking emphasized. State and State Religious classes emphasized higher levels of thinking than Arab classes. For the most part, the curricula contents of secondary school classes emphasized primarily concepts and ideas from the disciplines and secondarily the heuristic of the discipline. Other types of contents were rarely evident. However, Arab classes included reference to attitudes and values more than classes in the State and State Religious systems. The only differences found in learning activities of secondary classes were the relative prominence of lecturing, book learning, and preparatory activities. Lecturing and preparatory activities were more evident in State Religious classes than in other classes. Book learning or searching for answers to teachers' questions just from textbooks was more frequent in Arab system classes than in other classes.

Interactions and relations also differ somewhat among the systems. Although State teachers gave pupils less frequent feedback during the lesson, generally it was more specific and constructive than that given in other systems. Competition and less friendly relations among pupils was more frequent in State Religious classes than State classes.

Summary

A common framework marks the putting of the formal curriculum into action in the classrooms observed in this study. For the most part, primarily cognitive objectives of learning are emphasized to almost the exclusion of other objectives such as developing values, social awareness and skills, personal development, and even religiousity. Little differentiation of the curricula to match the differences among pupils is evident. Pupils are given little opportunity to be involved in decisions regarding what or how they will learn.

Within this common framework some significant differences were found in the characteristics of class lessons among different school levels and among systems of education. Elementary classes were found to differ in their educational priorities, content emphases, teaching methods, and activities from secondary school classes. On the elementary school level there are marked distinctions in class lessons among the State, State Religious, and Arab systems. These differences were found to be much less pronounced on the secondary level.

Chapter 10

The Present School Curricula of the Israeli Education System: A Comparison and Synthesis of the Perspectives of Principals, Teachers, and Pupils

The results of the analyses of principals', teachers', and pupils' responses differ with regard to the degree of uniformity of school curriculum in the Israeli school system today. According to these findings, some significant differences in school curricula are apparent among the four systems of education and among the school levels, but the degree and nature of these differences vary according to the perspectives of the three different statuses in the system. From the vantage point of the principals, the Israeli school curricula have a common level of policy-making, similar types of teaching, disciplinary, and evaluation methods, and similar informal education programs and practices of organization of learners. Differences are apparent among school levels and/or systems in the existence and type of school ideology, some educational priorities, types of informal activities, tracking, parent participation in school life, and conflict within the school community. Very few differences among different types of elementary schools in the State and State Religious systems and among types of high schools are revealed by principals' responses. Teachers' and pupils' analyses reveal far less uniformity and much more diversity in the system. School levels, systems, and types of schools differ in their educational priorities, methods of instruction, discipline and evaluation, informal education programs, organization of learners, classroom environments, aspects of organizational life, and feelings of affiliation. According to the symbolic interaction approach, the differences in the viewpoints of principals, teachers, and pupils reflect the different ways in which groups construct their image of reality based on their status and roles. However, these groups also share a common view of the realities of school life.

Based on an analysis of the points of agreement in the findings of Chapters 5, 6 and 7, in the following pages we will identify and describe the common system-wide characteristics of school curriculum in the Israeli school system and the differences in school curricula among school levels, educational systems, and elementary and high schools with differing educational orientations.

System-Wide Characteristics of School Curriculum

Eight characteristics of the school curriculum are found to be held in common by schools in our sample:

1. The majority of schools inculcate a political and/or religious ideology.
2. Acquiring knowledge and skills is the highest educational priority of most schools. However, it is not the sole priority; other goals receive significant emphasis as well, but the rank ordering of these additional goals varies according to school level, sub-system, and school type.
3. Vocational preparation receives moderate to low emphasis in the school system.
4. Lecturing is most prevalent mode of instruction. Limited use is being made of alternative modes of instruction.
5. Use of severe methods of discipline such as suspension and collective punishment is uncommon. However, use of methods which produce internal control or self-discipline is limited.
6. Tracking is used to categorize pupils by achievement.
7. The majority of schools use criterion reference evaluation and a minority use normative evaluation to assess pupils' achievements.
8. Teachers and principals rate their schools as moderately successful in achieving educational priorities.

Differences among School Levels

The findings from teachers', principals', and pupils' analyses reveal significant differences in the curriculum and cultures of elementary, junior, and senior high schools on most of the variables of this study. There is more general agreement among the reports of subjects on these differences than on the differences among the educational systems. Generally, primary and post-primary curricula may be dichotomized. At times the data point to a progression of levels of emphasis from elementary school to high school. Table 10.1 summarizes these findings.

Elementary schools are distinguished from secondary schools in their relative emphasis of religious and political ideology, educational priorities, teaching and discipline methods, extensiveness and type of informal education programs, and parent participation in school life. Inculcating political or religious ideology is less prevalent on the elementary level. When a school ideology exists, universalistic values are stressed. Elementary schools emphasize three educational priorities more than secondary schools: citizenship, enjoyment of learning, and religiosity. They use alternative modes of instruction more than secondary schools. Disciplinary methods that encourage self-discipline are used slightly more and external discipline is used less in the elementary school. Pupils participate more in school-based informal education programs in the elementary school. These programs emphasize ritual and cultural activities. Parents participate more in school life. It is therefore not surprising that pupils feel more affiliation with school and peers in the elementary school than in the junior or senior high.

In contrast, secondary schools are distinguished by their greater emphasis on inculcating religious or political ideology. More particularistic values are advocated in these ideologies than in the elementary level. Secondary schools also place greater emphasis on vocational preparation. They are selective institutions. Informal education programs are restricted and few pupils participate in them. These programs are also limited to one particular type, generally cultural on the junior high level and counseling on the high school level.

Differences among the Educational Systems

State, State Religious, Arab, and Druse systems differ on six elements of school curriculum: pupil selection, educational priorities, school ideology, teaching methods, organization of learners, and school success. Table 10.2 summarizes these differences.

The most outstanding differences are found in school ideology, educational priorities, and selectivity. Differences among systems in teaching methods, organization of learners and school success are less pronounced.

The State Religious system has the most distinctive characteristics. Its main aim is to inculcate religious ideology and belief. Variation in religious ideology exists in the State Religious system. Religious ideologies range from ultra-Orthodox to liberal Orthodox. Most of the schools in this system also wish to socialize their pupils to accept a political ideology. The political orientation of the majority is Zionist (center). However, right of center Zionist-settlement viewpoints are espoused by a large minority of schools. Educational priorities are not ordered in a hierarchical fashion. This sector stresses equally developing religiosity, acquiring knowledge, and good citizenship. The majority of schools are selective in accepting pupils. Traditional teaching methods predominate. Gender differentiation is prevalent.

The State school system espouses for the most part different school ideologies than the State Religious system. These ideologies have primarily a political orientation and secondarily a religious orientation. The majority of schools hold Zionist political orientations, whereas a minority espouse social democracy. The principals of the majority of schools clearly stated that their school's aim is to socialize their pupils to a secular outlook. A minority wish to inculcate a traditional (i.e., non-Orthodox) religious orientation. Multiple goals are also emphasized in this system. The three goals most emphasized are acquiring knowledge, fostering good citizenship, and developing individual potential. Although traditional teaching methods prevail, more use is made of small group and individualized instruction in this system than other systems. According to principals and teachers, no gender differentiation is practiced in the State system.

TABLE 10.1

CHARACTERISTICS OF THE SCHOOL CURRICULA OF ELEMENTARY, JUNIOR AND SENIOR HIGH SCHOOLS

		School Levels		
School Curriculum Elements	Variables	Elementary	Junior High	Senior High
Policy	Selectivity	L	M	H
Ideology	Existence	M	MH	MH
	Values	universal	particular	
Goals	Voc. prep.	L	LM	M
	Citizenship	H	MH	MH
	Enjoyment	H	M	M
	Religiosity	ML	L	L
Teaching methods	Individual	M	ML	L
	Variety of material	ML	L	L
	Learning centers	ML	L	N
	Computer	M	L	L
Discipline	External	L	M	M
	Self-discipline	L	N	N
Informal education	Participation	MH	M	L
	Extensiveness	MH	M	L
	Type	ritual & culture	culture	counsel
Organizational life	Parent participation	M	ML	L
Affiliation	With school	MH	M	M

Key: L=low; M=medium; H-high; N=none

TABLE 10.2

CHARACTERISTICS OF SCHOOL CURRICULA OF THE EDUCATION SYSTEMS

		System			
Curriculum element	Variable	State	State Religious	Arab	Druse
Policy	Selectivity	M	H	N	N
Goals	Citizenship	H	H	M	MH
	Individual	H	H	M	MH
	Religiosity	L	H	L	L
	Culture	M	MH	L	L
Ideology	Existence	Y	Y	N	Y
	Religious	L	H	N	M
	Political	H	M	N	H
	Religious identity	secular traditional	ultra/modern Orthodox	N	Druse secular
	Political identity	Zionist/ Zionist social democrat	Zionist/ Zionist settlement	N	Israeli/ universal
Teaching methods	individual/ small	M	L	L	L
Organization of learners	gender	equal	differ	equal	differ

Key: L=low; M=medium; H=high; N=no; Y=yes

Schools in the Arab system do not espouse a political or religious school ideology. Educational priorities form more of a hierarchy in this system. Acquisition of knowledge and skills is the top priority. Secondary priorities are vocational preparation, good citizenship, and developing individual potential. The Arab system places the least emphasis of all sectors on good citizenship. Its lowest priorities are developing religiosity and the transmission of culture. Teaching methods in Arab schools are primarily traditional. School success is rated as moderately low.

The Druse system schools espouse school ideologies which have both political and religious orientations. The majority in our sample wish to inculcate Druse traditions and an Israeli political identity. The minority wish to develop a secular universalistic outlook in their pupils. Druse schools emphasize good citizenship and developing individual potential more than Arab schools and less than the Jewish sector. Teaching methods are less traditional than in the Arab or State Religious sector, but more traditional than in the State system. School success is rated as moderately low.

Conflicting findings regarding the nature of differences among the sub-systems in Israeli education were found for a number of variables in the school curriculum. Principals', teachers', and pupils' reports differ about the level of emphasis for the goal of enjoyment of learning and parent participation in school life. Teachers' and principals' findings conflict with regard to the nature of differences among systems in the use of computer instruction, audiovisual aids, evaluation methods, and the extent of teacher-pupil relations outside of school hours.

Differences among School Levels within Educational Systems

The analyses in previous chapters showed that characteristics of school curriculum differ among elementary, junior and senior highs *within* systems of education. Statistical analyses of the principals' interviews reveal fewer of these distinctions compared to the analyses of teachers' and pupils' questionnaires because the size of the principal sample is much smaller than that of teachers and pupils. Our summary of characteristics of the school curriculum in these sub-groups relies primarily on the results of the teacher's questionnaires.

The main differences among these sub-groups are found in school ideology, goal emphases, teaching methods, informal education activities, organization of learners, and organizational life and climate.

State elementary schools are distinguished by having a political ideology which emphasizes the inculcation of democratic values and the goals of good citizenship and developing individual potential. Alternative methods of teaching are more prevalent in these schools. School-based informal education activities are extensive. However, rigid tracking of pupils is quite common. Parents participate more in State elementary school life than in other sub-groups within the system. Principals and teachers view State elementary schools as successful.

State junior high schools are less ideologically-oriented than State elementary schools and the inculcation of values is not emphasized in them. The goals of developing religiosity and vocational preparation receive slightly more emphasis at this level, but the junior high emphasizes developing individual potential least of all levels in the State system. Informal education programs concentrate on learning activities that supplement the formal curriculum and some creative activities. Parents participate less in school life and pupils participate less in school-based informal activities than in State elementary schools. More traditional teaching methods are in use as well. It is no wonder that our findings indicate a lower sense of affiliation of eighth graders to this type of organization than to the parallel elementary school in the State system. The State junior high is viewed as moderately successful, less successful than the State elementary school.

The State high school emphasizes the goals of good citizenship, developing individual potential, and vocational preparation more than the State junior high. It also emphasizes values of nationalism and individualism more than the junior high. It has not moved into the modern age in terms of teaching methods. Informal education programs are limited. Participation of parents in school life is low and so is pupils' participation in informal education. Pupils in State high schools participate more than their peers in other systems in driver education, paramilitary training, and hobby clubs. The State high school is generally rated as successful in achieving its primary educational priorities.

The State Religious elementary school has several equally emphasized educational priorities. It aims to inculcate religious ideology and belief as its primary goal alongside the transmission of basic knowledge. It also places a great deal of emphasis on the goals of good citizenship and developing individual potential. It practices categorization of pupils by ascriptive and achievement characteristics from an early age. Tracking is rigid and moderate gender differentiation in studies is prevalent. Informal education programs emphasize ritual activities. Pupils in State Religious elementary schools participate more in youth movements and religious instruction than their peers. Parent participation in school life is moderate. Principals and teachers perceive the State Religious elementary schools as successful.

The State Religious junior high schools emphasize the same multiple goals as the State Religious elementary schools and have similar, somewhat traditional, teaching approaches and rigid tracking practices. They are primarily distinguished from the elementary level by their more extensive informal education program which emphasizes activities related to studies, by more participation of parents in school life, and by greater gender differentiation. In addition, teachers and pupils have more contacts after school hours than in the elementary schools. These schools are viewed by school staff as moderately successful.

High schools in the State Religious system have multiple educational priorities similar to those of the State Religious junior high, but place slightly less emphasis on vocational preparation. They emphasize inculcation of religious and nationalist values such as the settlement of the Land of Israel. Traditional teaching practices are the norm. Informal education activities and parent participation in school life is very limited.

Arab elementary schools do not espouse a school ideology and primarily emphasize the acquisition of basic knowledge and skills. Although teaching practices are more traditional than in the elementary schools in the Jewish sector, they are less traditional than in the upper levels of the Arab sector. School-based informal education is limited. It primarily focuses on volunteering and student council participation. Elementary school pupils participate in religious instruction, tutoring, and hobby clubs. Little tracking or gender differentiation is practiced. Parent participation in school life is greater than in junior or senior high schools. However, teachers and principals rate their schools' success as less than moderate, lower than that of junior high.

Arab junior high schools, like elementary schools, have no espoused school ideology. They emphasize the goals of good citizenship, developing individual potential, and vocational preparation more than elementary schools. The use of lecturing and computer instruction is more prevalent than in elementary school. Informal educational programs are more extensive and emphasize learning activities that supplement the formal curriculum. Junior high faculty view their schools as moderately successful.

Arab senior high schools primarily emphasize the acquisition of knowledge and skills and vocational preparation. A few high schools espouse a school idealogy which aims to inculcate identification with Arab culture or the Palestinian cause. Traditional teaching practices predominate. Rigid tracking practices prevail. Parent participation in school life is low. More conflicts are reported in high schools than at other levels in the Arab sector. Faculty of these schools rated them as only somewhat successful in achieving their primary objectives. High schools received a lower rating for success than junior high schools.

Druse elementary schools espouse a school ideology which emphasizes Druse values of humanism and helping others. They stress primarily the goal of the acquisition of knowledge and secondarily that of good citizenship. Lecturing is used more in Druse elementary schools than in Druse secondary schools. Cultural and civic activities are emphasized in informal education programs. No tracking is practiced. Parents participate less in school life than in other elementary schools and less than in the Druse high schools. Staff members of Druse elementary schools rate their schools as somewhat successful, a lower rating than in Jewish elementary schools or Druse high schools.

The Druse junior high school places less emphasis than elementary schools on developing good citizenship and more on vocational preparation. Ideological emphases are identical. Informal education programs are more extensive than in Druse elementary schools and emphasize creative activities. Pupils report greater participation in civic activities than in other systems. Conflicts are less prevalent in junior high than at other levels of the Druse school system. The junior high is viewed as moderately successful.

The Druse high school places less emphasis on inculcating values and ideology than Druse junior high or elementary schools. However, it places more emphasis on good citizenship, religiosity, developing individual potential, and vocational preparation. Lecturing is not as prevalent as in high schools of other systems. School-based informal activities are limited, but parent participation in school life is slightly greater than in other school levels. The Druse high school is viewed as more successful than the Druse elementary or junior high.

Teachers' and Pupils' Views about Classroom Environments

In general, the results of these analyses show that there is little uniformity in the characteristics of classroom environments in the system. Classroom environments vary greatly by school level, by system, and within system by school level and by type of elementary and high school. Table 10.3 presents a summary of classroom environment characteristics that were found common for the whole system, common across school levels, different among school levels and among systems in the analysis of teachers' responses and the agreement or disagreement of findings from the analysis of pupils responses. Findings from pupil's questionnaires concur with those of the teachers on less than half the comparisons.

TABLE 10.3

AGREEMENT OF PUPILS' AND TEACHERS' FINDINGS ABOUT CLASSROOM ENVIRONMENTS

Teachers findings	Pupils findings
	Agreement/Disagreement (+) (-)
System-wide characteristics	
Class environments have more progressive characteristics than traditional ones.	-
Pupils are provided opportunities to participate in decisions somewhat frequently.	-
Teachers use mild sanctions frequently.	-
Differentiation among pupils is infrequent.	+
Similarities among School levels	
Teachers responds personally to each pupil somewhat frequently.	+
Good relations exist among pupils in the class frequently.	-
Study and investigation is restricted to finding answers in books infrequently.	-

Differences among School Levels	
Elementary classroom is more progressive than secondary classroom.	-
High school classroom is more traditional and teacher controlled than junior high class.	-
In high school class testing is frequently used as the sole evaluation criteria and differentiation among pupil infrequent compared to other levels.	+
Independent learning is infrequent at the junior high level.	+
Junior high class restricts investigation to finding answer in books infrequently.	-
Differences among Systems	
Druse classes are more personal and have less traditional teaching than other systems.	+
State system classes have:	
- infrequent competition among pupils	+
- infrequent restricted investigation	-
- infrequent use of testing as sole basis of evaluation	-
- more frequent investigation and personalization.	-
Arab system classes have frequent competition among pupils	+
State Religious classroom characteristics are similar in elementary, junior and senior high schools	-
In State Religious classes pupil investigation is more frequent than in other systems	-
In the State system the elementary classroom has more frequent investigation and personalization and less teacher control than the junior high classroom	+
The Arab elementary classroom has more frequent investigation and personal relations and less frequent teacher control than the Arab high school classroom	+
The Druse junior high class is characterized by more frequent differentiation among pupils, innovation, teacher control and use of testing as sole basis for evaluation than elementary or high school classes	+

Seven points of agreement between the teachers' and pupils' findings are found in this analysis:

1. Differentiation of learning activities among students occurs infrequently in classrooms throughout the system.
2. Teachers pay personal attention to pupils somewhat frequently at all school levels.
3. Elementary school classrooms have more progressive characteristics than secondary school classrooms.
4. Independent autonomous learning occurs infrequently in junior high classes.
5. In high school classes teachers frequently use testing as the sole basis of evaluation of learning and infrequently differentiate among pupils.
6. The classroom environment in the Druse school system is more personalized and less traditional than that of other systems.
7. In the Arab sector competition among pupils is frequently encouraged, whereas in the State system encouragement of competition is infrequent.

The basic conflict between teachers' and pupils' descriptions of classroom environments is over the degree to which progressive as opposed to traditional characteristics are prevalent in the educational system. Teachers describe their classrooms as more progressive than traditional on all school levels. However, pupils describe classrooms as more progressive than traditional only on the elementary school level. Pupils in the eighth and eleventh grades attest to their classrooms being more traditional than progressive.

We would like to highlight two additional discrepancies. Teachers in the State system present their classrooms as more progressive than other teachers. However, except for the elementary level, pupils in the State system describe their classrooms as having the same traditional characteristics as other systems. Secondly, State Religious teachers' descriptions of their classroom environment from different school levels are quite similar. In contrast, reports of pupils in State Religious schools show significant differences in the characteristics of elementary, junior high, and senior high classrooms.

One explanation for these conflicting findings is that different normative frameworks shape the responses of teachers and pupils to the questionnaire. Teachers are aware that researchers and academics favor more progressive classroom environments over traditional ones. Therefore, they may have tried to describe their classes in an acceptable light. Pupils were encouraged to tell it "like it is" by research assistants and to see their responses as an opportunity to express their real opinions. Many saw this as a first opportunity to express their opinions. They were pleased that "someone is finally interested in what we have to say."

Differences among Types of Schools

An additional question was investigated in the preceding chapters: whether school curricula differ among different types of elementary schools and different types of high schools. Few differences were found among types of elementary schools in the State and State Religious systems, according to principals. However, findings from teachers and pupils show many significant differences in the characteristics of school curriculum. One of the prime points of agreement between these sets of findings is that very little difference exists between community and conventional schools. Teachers' and pupils' reports mainly show significant differences among five types of schools: open, kibbutz-open, kibbutz, mixed-approach, and community/conventional schools. The curricula of these schools differ in their policy development, educational priorities, teaching methods, and classroom environments.

The open school is distinguished by having a comprehensive educational policy and orientation, emphasizing greatly the goals of individual development and enjoyment of learning. It has class environments characterized by openness and differentiation among pupils and uses small group and individualized instruction more than other schools. Pupils also feel a greater sense of affiliation with these schools than other types.

Kibbutz-open schools also have a comprehensive policy which emphasizes the acquisition of knowledge and skills more than other types of schools. They involve pupils in learning decisions and have classroom environments with little competition among pupils. Tracking pupils according to achievement is not practiced.

Kibbutz schools evince a comprehensive policy as well, but place the least emphasis of the different types of schools on acquisition of knowledge as an educational goal. Like the open school, more use is made of small group and individual instruction. They use normative evaluation infrequently.

Conventional and community schools have only partially developed educational policies. They emphasize the goals of individual development, enjoyment of learning, and citizenship *less* than other types of schools. Traditional teaching is more prevalent in them than alternative methods of teaching. Their classroom environments are highly competitive.

Schools which have a mixed educational approach, combining open education with the community school approach and/or a special content emphasis, have developed a comprehensive educational policy which emphasizes multiple educational priorities of knowledge acquisition, good citizenship, and enjoyment of learning. They use a mixture of teaching methods; and have classroom environments characterized by student-centered teaching and a positive climate of relations between teacher and pupils.

Differences in High School Curricula

Four types of high schools — academic, comprehensive, technological, and vocational — differ in their educational priorities, tracking practices, methods of instruction, and classroom environment characteristics, according to our findings. Academic and vocational schools are clearly distinguished in all of these areas. Comprehensive and technological schools show some similarities between them, but are also distinctive in terms of educational priorities and instructional methods. Academic high schools emphasize the transmission of cultural heritage more than other types of high schools. Although they primarily use traditional teaching methods, they use independent learning more than other high schools. Tracking is somewhat flexible in them. Vocational high schools stress the development of individual abilities and good citizenship.

They use small group and individual instruction and have a more positive classroom climate than other types of high schools. The highest priorities of technological high schools are the acquisition of knowledge and vocational preparation. Little emphasis is placed on other educational priorities. Tracking is rigid in them and instruction traditional. The comprehensive high school gives most of the goals moderate levels of emphasis, except for religiosity and transmission of culture heritage. Computer instruction is somewhat more prevalent in this type of school. Rigid tracking is practiced in the comprehensive high school. Pupils in the eleventh grade expressed the least feeling of affiliation with this type of high school.

Table 10.4 presents a summary of the types of school sub-cultures and curricula identified in our sample of schools. The table highlights the identification of system affiliation, school level, educational orientation, and the distinctive features of each type.

TABLE 10.4

TYPES OF SCHOOL SUB-CULTURES

SYSTEM/ **School level/** *Subtype*	Features
STATE	
Elementary	Inculcates democratic values, great emphasis on citizenship, individual development, rigid tracking, low competition, some use of alternative teaching methods, low teacher control, high parent participation, rated successful
Conventional/ community	Partial educational policy, little emphasis on individual development and enjoyment of learning, traditional teaching, competitiveness
Open	Comprehensive policy, great emphasis on individual development and enjoyment of learning, open class environment, small group and individualized instruction, high affiliation with school
Kibbutz	Comprehensive policy, little emphasis on acquiring basic knowledge, normative evaluation methods infrequent, small group and individualized instruction, competitiveness among pupils, high parent participation

Kibbutz-open	Comprehensive policy, strong emphasis on acquisition of knowledge and skills, pupils involved in decision-making, little competitiveness among pupils, no tracking
Mixed approach	Comprehensive policy, multi-goal emphasis (knowledge, citizenship, self-expression and enjoyment), mixture of teaching methods, student-centered teaching practices, positive climate of relations
Junior High	Limited emphasis on values, slight emphasis on religiousity, little emphasis on developing individual, traditional teaching, infrequent autonomous learning, rated moderately successful
Senior High	Main goal acquisition of knowledge, moderate-low emphasis on good citizenship, developing the individual, vocational preparation, emphasis on values of individualism and nationalism, very traditional teaching, limited informal education, low parent participation, rated successful
Academic	Emphasis on developing individual abilities, cultural transmission, traditional teaching methods, infrequent inquiry and low level competitiveness, rigid tracking
Comprehensive	Emphasis on acquisition of knowledge, moderate emphasis on citizenship, relatively flexible tracking, moderate use of computer instruction
Technological	Great emphasis on vocational preparation and acquiring basic knowledge, traditional teaching, flexible tracking, little individual attention, frequent sanctioning of pupils
Vocational	Great emphasis on good citizenship, developing individual abilities and enjoyment of learning, limited hours of instruction in basic subjects, some use of small group and individualized instruction, limited tracking, some inquiry learning

STATE RELIGIOUS

Elementary	Multi-goals (religiousity, basic knowledge, citizenship), rigid tracking, some gender differentiation, ritual activities, participation in youth movement, rated successful
Conventional/ community	Partial educational policy, least emphasis on individual development and enjoyment of learning, traditional teaching, competitiveness, high parent participation

Open	Comprehensive policy, great emphasis on individual development and enjoyment of learning, open class environment, small group and individualized instruction, very high affiliation with school
Kibbutz	Comprehensive policy, little emphasis on acquiring basic knowledge, normative evaluation methods infrequent, small group and individualized instruction, competitiveness among pupils, high parent participation
Mixed approach	Comprehensive policy, multi-goal emphasis (knowledge, citizenship, self-expression and enjoyment), mixture of teaching methods, student-centered teaching, a positive climate of relations, very high affiliation with school
Junior High	Multi-goals (religiousity, basic knowledge, good citizenship) traditional teaching, extensive informal education, gender differentiation, rated moderately successful
Senior High	Religious Zionist and Zionist-settlement ideologies, moderate-low emphasis on vocational preparation, traditional teaching, limited informal education, very limited parent participation
Academic	Emphasis on religiousity, good citizenship, enjoyment of learning, little development of individual abilities, some use of small group instruction, little innovation and inquiry learning, single gender schools
Comprehensive	Emphasis on religiousity and basic knowledge, gender differentiation
Vocational	Emphasis on acquisition of basic knowledge and vocational preparation, very little emphasis on citizenship, developing individual abilities, and enjoyment of learning, traditional teaching, flexible tracking, infrequent inquiry learning, promotion of competition among pupils
ARAB	
Elementary	No school ideology, great emphasis on basic knowledge, moderate emphasis on good citizenship, least traditional teaching of Arab system, tutoring necessary, little tracking, rated moderate-low success
Conventional	Same as above
Innovative	No school ideology, basic knowledge emphasized, open class environment, limited teacher control, high parent participation, more extensive informal education, high affiliation with school

Junior High	No school ideology, great emphasis on acquisition of knowledge, moderate emphasis on good citizenship, vocational preparation, some computer instruction, moderately extensive informal activities, rated moderately successful
Senior High	Nascent school ideologies in some schools, emphasis on basic knowledge and vocational preparation, traditional teaching, rigid tracking, conflictful organization, rated moderate-low success
Academic	Emphasis on vocational preparation and basic knowledge acquisition, little emphasis on good citizenship, traditional teaching, competitive, rigid tracking, no gender differentiation
Comprehensive	Low emphasis on vocational preparation, developing individual potential, citizenship, some small group instruction used, rigid tracking, infrequent inquiry learning, competitiveness among pupils
Technological	Emphasis on vocational preparation and acquisition of knowledge, traditional teaching, some individual attention to pupil, encouragement of originality and competitiveness, no tracking
DRUSE	
Elementary	Humanistic values, great emphasis on acquiring basic knowledge, moderate emphasis on good citizenship, no tracking, less traditional teaching, low parent participation, rated somewhat successful
Junior High	Great emphasis on good citizenship and acquiring knowledge, humanistic ideology, informal creative activities, high pupil participation in civic activities, rated moderately successful
Senior High	
Comprehensive	Moderate emphasis on good citizenship, great emphasis on developing individual potential and vocational preparation, limited use of lecturing, frequent inquiry learning, encouragement of competition, parent participation greatest in Druse system, rated successful

PART III:

UNITY AND DIVERSITY OF PERCEPTIONS OF THE IDEAL (DESIRED) CURRICULUM OF MEMBERS OF THE ISRAELI EDUCATION SYSTEM

Chapter 11

Principals' Views of the Desired School Curriculum

Principals were interviewed about their perspectives on the desired curriculum for their school. They were asked to express their opinions about six aspects of the desired curriculum: school ideology, educational priorities, teaching methods, evaluation methods, procedures for organizing learners, and content of the curriculum. In the following pages we will examine the similarities and differences in the views of principals from different educational systems, school levels, and different types of elementary and secondary schools. We will also compare the principals' desired curriculum with principals' descriptions of the actual curriculum in their schools.

Similarities and Differences in Views of the Desired Curriculum among Educational Systems and School Levels

Desired Educational Priorities

Similarities and differences in principals' views of the desired educational priorities were examined in two-way analyses of variance by system and school level. No significant differences among the systems or school levels were found for two goals: acquiring basic knowledge and skills, and developing individual abilities and self-confidence. Principals are in full agreement that these two educational objectives should be the highest educational priorities of their schools. Significant differences among principals from different systems are found for the degree of emphasis that should be given the goals of good citizenship, vocational preparation, developing religiosity, development of enjoyment of learning, and transmission of cultural heritage. Table 11.1 shows the means and rank order of principals' desired educational priorities by educational system. Principals in State, State Religious, and Druse schools think their schools should give very great emphases to developing good citizenship. This goal receives second or third rank in the educational priorities in these systems. In contrast, principals in Arab schools think good citizenship should be less highly emphasized and it is ranked fourth in their order of priorities. Principals in the State Religious system would give significantly greater emphasis to developing religiosity than other systems. Although all systems rated developing enjoyment of learning as a high priority, principals from State and State Religious schools would stress this goal more than their peers from Arab or Druse schools. Principals in State Religious schools would like the goal of transmission of cultural heritage to be emphasized more than other systems and principals in the Druse system desire much less emphasis of this goal than other systems.

TABLE 11.1

MEANS AND RANK ORDER OF PRINCIPALS' DESIRED EDUCATIONAL PRIORITIES BY SYSTEM

Desired Educational Priorities	System							
	State		State Religious		Arab		Druse	
	x	Rank	x	Rank	x	Rank	x	Rank
Citizenship	4.79	3	4.72	3	4.38	4	4.80	2
Knowledge	4.77	4	4.69	4	4.63	2	4.60	3
Individual devel.	4.92	1	4.90	1	4.75	1	5.00	1
Vocational prep.	2.67	6	3.31	6	3.69	6	3.40	5
Religiosity	1.63	7	4.79	2	2.13	2	1.80	7
Enjoyment	4.81	2	4.79	2	4.50	3	4.40	4
Culture	4.14	5	4.41	5	3.94	5	3.00	6

Note: 1=no emphasis, 2=little emphasis, 3=moderate emphasis, 4=strong emphasis, 5=very strong emphasis
Total N=102: State - N=52, State Religious - N=29, Arab - N=16, Druse - N=5

Principals of elementary and secondary schools differ significantly only in their perception of the desired level of emphasis of vocational preparation. These differences parallel those found in principals' descriptions of educational priorities in the present curriculum.

Desired as Compared to Actual Educational Priorities

Figure 11.1 presents a comparison of desired and actual school goal emphases by system and Figure 11.2 presents this comparison by school level. A shift in the rank ordering of goal priorities for the total sample for each system is apparent from these findings. Principals reported that acquiring basic knowledge and skills is the top priority of the present curriculum. However, principals in all systems would like the goal of developing individual abilities to become the top educational priority of their schools.

The comparison of desired and actual educational priorities for the total sample reveals a desire for increased emphasis on the majority of the seven goals. The largest discrepancies between the desired and actual levels of emphasis appear for the goals of developing individual abilities and enjoyment of learning at every level of the school system. The level of importance attached to acquiring knowledge and skills and developing religiosity are relatively equivalent for actual and desired states.

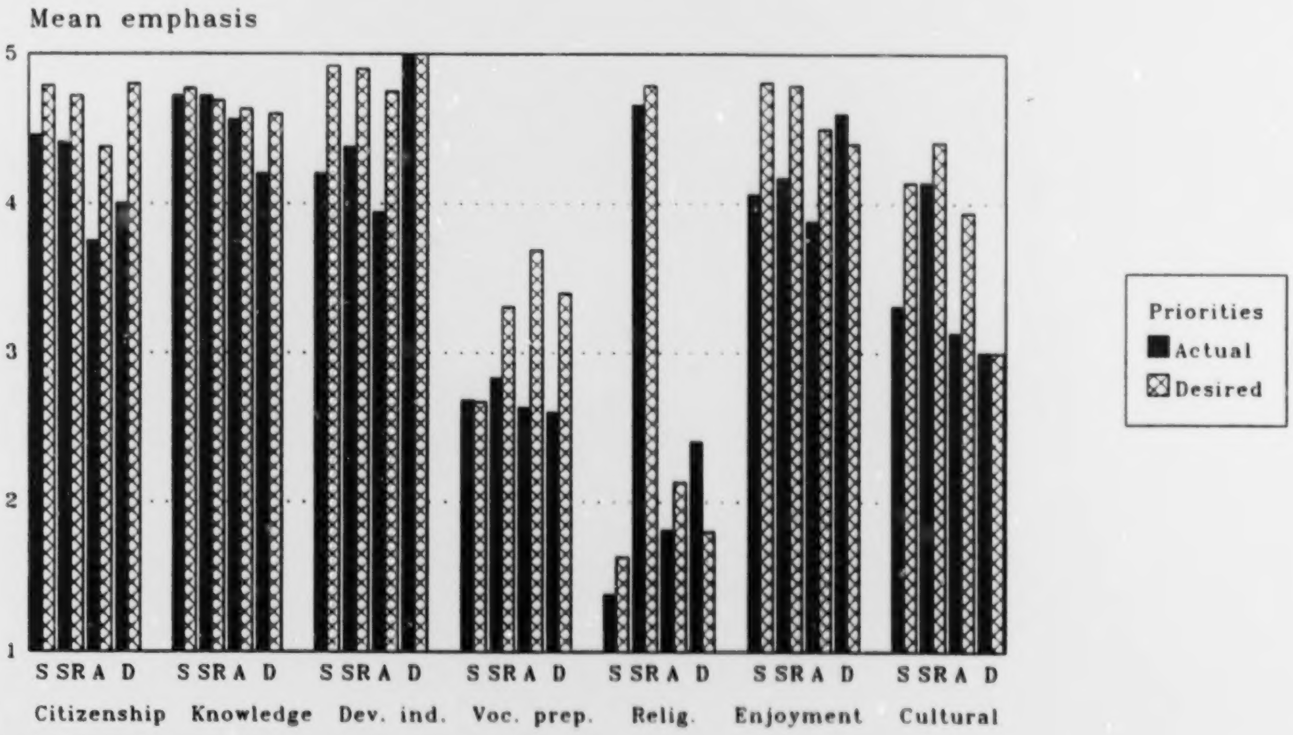
Elementary and junior high school principals differ from senior high principals in their desire for change regarding two goals: vocational preparation and transmission of cultural heritage. Elementary and junior high principals voice a desire for a sizeably increased emphasis on vocational preparation, while high school principals wish a sizeable increase in stress on the transmission of cultural heritage.

We witness different shifts in the rank ordering of actual and desired educational priorities in elementary and secondary schools. In present curricula on the elementary level, acquiring basic knowledge was ranked first priority and enjoyment of learning and citizenship were clearly second-rank priorities. In contrast, in principals' desired educational priorities, elementary school principals ranked both developing individual abilities and acquiring basic knowledge as top educational priorities. On the secondary level, developing individual abilities shifts from a clear second rank to the highest-ranked desired priority and acquiring basic knowledge becomes third priority after developing enjoyment of learning.

Differences in perspectives among the systems were examined by manova for repeated measures by system separately for elementary, junior high and senior high schools. The results of these analyses are presented in Appendix Table A11.1. Significant differences were found for all sources of variance for elementary and high school levels. For junior high schools, significant variance in responses were found for system, goals, time, and goals by time. These results indicate that the perspectives of principals from different systems about actual and desired educational priorities differ at every level of the system.

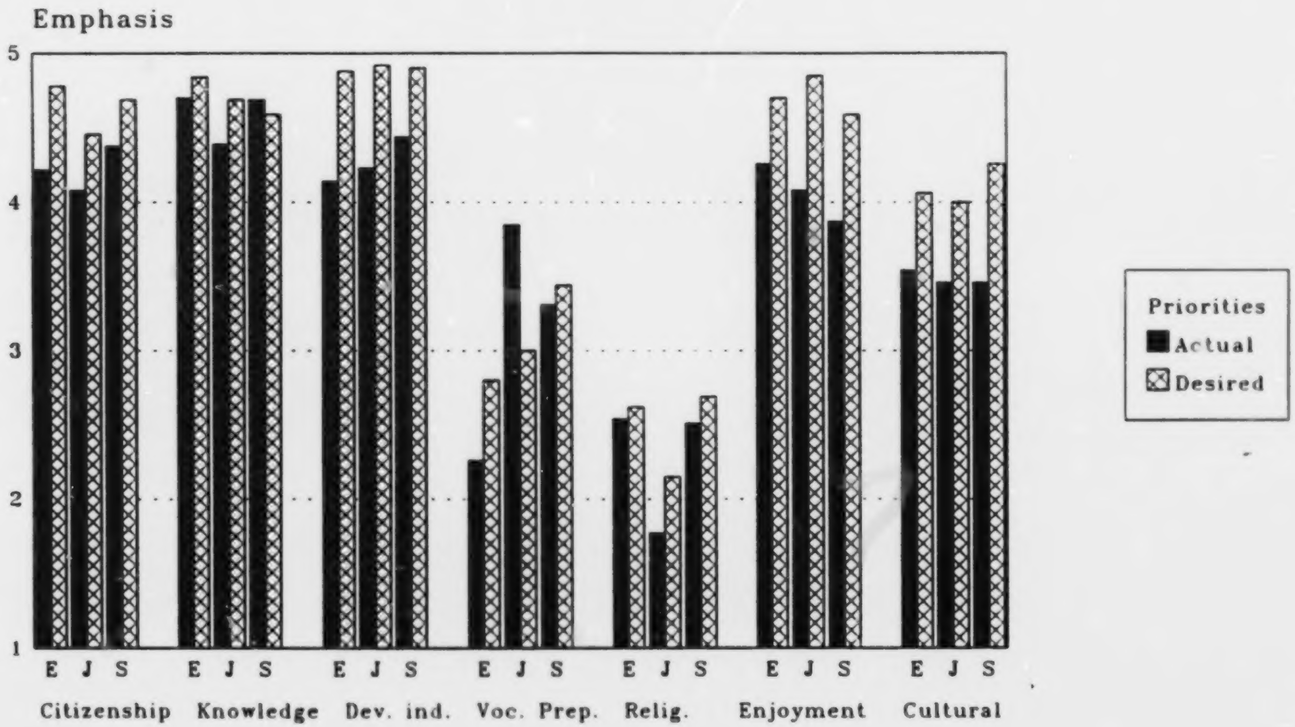
On the elementary level, Arab and Druse principals have similar patterns of response which differ from those of the Jewish sector. Within the Jewish sector some differences between State and State Religious systems are also apparent. Arab and Druse principals desire significantly greater increases in emphasis than their Jewish colleagues on three goals in their schools: good citizenship, vocational preparation, and religiosity. Arab principals differ from Druse and are similar to Jewish principals in desiring as well a significant increase in emphasis on developing individual abilities, enjoyment of learning, and transmission of cultural heritage. State and State Religious principals differ primarily in their attitudes toward vocational preparation. State principals desire reducing the emphasis on vocational preparation, whereas State Religious principals desire increased emphasis of this goal.

FIGURE 11.1
PRINCIPALS' PERCEPTIONS OF ACTUAL AND DESIRED EDUCATIONAL PRIORITIES BY SYSTEM



Key: S=State; SR=State Religious; A=Arab; D=Druse
1=no emphasis; 2=little emphasis; 3=moderate emphasis;
4=strong emphasis; 5=very strong emphasis

FIGURE 11.2
PRINCIPALS' PERCEPTIONS OF ACTUAL AND DESIRED EDUCATIONAL PRIORITIES BY SCHOOL LEVEL



Key: E=Elementary; J=Junior high; S=Senior high
1=no emphasis; 2=little emphasis; 3=moderate emphasis;
4=strong emphasis; 5=very strong emphasis

Differences are pronounced among the systems on the junior high level. State system principals desire a significant increase in emphasis on three goals: enjoyment of learning, developing individual abilities, and transmission of culture. State Religious principals desire a more moderate increase in emphasis on good citizenship, developing individual abilities, vocation preparation, and enjoyment of learning. Arab principals indicated the greatest dissatisfaction with present levels of emphasis of educational priorities. They would like to stress acquiring knowledge, vocational preparation, and developing individual abilities considerably more than these educational objectives are stressed in the present school curriculum. Druse principals evince more satisfaction and only desire giving more emphasis to good citizenship and the acquisition of knowledge.

Senior high principals from different systems also report somewhat different discrepancies between present and desired educational priorities. Principals from State high schools express the most dissatisfaction with the levels of emphases of cultural transmission and development of enjoyment of learning. They would also like to decrease slightly the level of emphasis of vocational preparation. State Religious school principals voice dissatisfaction primarily with the level of emphasis of enjoyment of learning. They would also like to decrease the stress put on acquiring knowledge in their schools. Arab school principals voice dissatisfaction with the level of emphasis of four educational priorities. They would like to enhance the emphasis on developing individual abilities, vocational preparation, enjoyment of learning, and transmission of culture. Druse principals would like to stress significantly more citizenship, vocational preparation, and religiosity.

Desired Teaching Methods

Principals were interviewed about the desirability of six types of teaching methods: lecturing, teacher-led small group instruction, pupil-led small group instruction, teacher-led individualized instruction, independent work, and involvement of pupils in learning decisions. Principals from different systems differed only in their assessment of the degree to which the traditional frontal teaching approach should be used in their schools. State and State Religious principals opined moderate use of this method, whereas Arab and Druse principals wished for its limited use.

Significant differences were found in the perspectives of principals from elementary and secondary schools on the desired degree of use of small group instruction, individualized instruction, and the involvement of pupils in decision-making. A curvelinear relation between level of use and school level was found whereby elementary and high school principals say these methods should be more prevalent in their schools, while principals from junior high schools want their use to be more limited.

Actual as Compared to Desired Teaching Methods

Table 11.2 presents the means and standard deviations for actual and desired teaching method use for the total sample and the four systems. Principals would like to limit the use of lecturing and increase the use of other teaching methods. Manova for repeated measures by system was performed to assess the significance of the differences between actual and desired levels of use of teaching methods for each level of schooling. Results (see Appendix Table A11.2) show significant differences in the level of actual and desired use of the methods and a significant interaction between time and system for all school levels. These results indicate that the degree of discrepancy between actual and desired use of different teaching methods differs among the systems. In addition, for the elementary level significant differences among systems were found as well as a significant interaction of system and method.

Druse elementary school principals are the most dissatisfied of the elementary school principals with the teaching methods presently in use in their schools. As compared to other systems, they would like to have the greatest decrease in use of lecturing and a major increase in the use of teacher-led and student-led small group instruction and independent work. Arab principals voice the next highest level of dissatisfaction with teaching methods in use. They would like the use of lecturing to decrease, but not as much as Druse principals. They desire a greater increase than other principals in the use of pupil-led small group instruction and independent work. However, like Druse principals, they do not want an increase in pupils' participation in decision-making. Principals in State and State Religious systems have similar perspectives about the actual and desired state of use of teaching methods. They desire a slight decrease in lecturing and more use of student-led small group instruction and independent work. State school principals differ from their counterparts in their greater desire for more involvement of pupils in decision-making.

In the junior high school Arab and Druse principals express greater dissatisfaction with teaching methods in use than State and State Religious principals. Principals in State junior high schools express less dissatisfaction than other principals. Arab and Druse principals would like a great decrease in the prevalence of lecturing in their schools. Arab principals would like a greater increase in the use of pupil-led small group instruction and in the involvement of pupils in decisions about learning than principals from other systems. Druse principals would like the greatest decrease in lecturing and the greatest increase in teacher-led individualized instruction of all the systems. Principals of the State Religious system would like the least decrease in lecturing and the most increase in pupil independent work. They are considerably more dissatisfied with teaching methods in use in their schools than principals in the State junior high schools.

TABLE 11.2

MEANS AND STANDARD DEVIATIONS FOR PRINCIPALS' PERCEPTION OF ACTUAL AND DESIRED TEACHING METHOD USE BY SYSTEM

	Total		State		State Rel.		Arab		Druse	
Methods	x	sd	x	sd	x	sd	x	sd	x	sd
ACTUAL Lecture	3.72	1.2	3.65	1.2	3.57	1.3	3.81	1.2	4.80	.4
Teacher-led small group	3.26	1.0	3.50	0.9	3.39	1.0	2.44	0.9	3.00	.7
Pupil-led small group	2.75	1.3	2.94	1.4	2.54	1.3	2.80	1.3	3.00	1.4
Teacher individualized	2.43	1.1	2.76	1.1	2.32	.9	1.81	.9	2.00	.7
Independent work	2.10	1.3	2.48	1.4	1.93	1.1	1.56	1.1	1.20	.4
Pupil decision-making	3.16	1.3	3.07	1.5	3.21	1.4	3.38	.9	3.00	1.2
DESIRED Lecture	2.95	1.0	3.02	.8	3.14	1.1	2.62	1.0	2.20	1.1
Teacher-led small group	3.84	0.9	3.84	.8	4.04	.8	3.25	.7	4.60	.5
Pupil-led small group	3.67	1.1	3.76	1.2	3.57	1.1	3.56	.8	3.80	.8
Teacher individualized	3.58	1.1	3.61	1.0	3.50	1.3	3.63	1.0	3.60	1.1
Independent work	3.44	1.2	3.61	1.3	3.32	1.1	3.44	1.2	2.60	1.1
Pupil decision-making	3.41	1.0	3.67	1.0	3.21	1.1	3.19	.8	2.80	1.1

Note: Total N=102: State - N=52, State Religious - N=29, Arab - N=16, Druse - N=5

On the senior high level the greatest dissatisfaction is voiced by principals in the Druse system. They desire the greatest decrease in lecturing and increase in teacher-led and student-led small group instruction and independent work of all systems. Arab principals express the second greatest amount of dissatisfaction with teaching methods in use. However, they desire less of a decrease in lecturing and less of an increase in teacher- and pupil-led small group instruction than Druse principals. State Religious system principals are distinguished from other systems by their desire for the least amount of decrease of lecturing and by their desire for a slight decrease in the involvement of pupils in decisions. State high school principals, like their peers in State Religious junior high schools, are the least dissatisfied with the present use of teaching methods. They would like lecturing to be less prevalent and independent work to be more prevalent in their schools than they are presently.

In summary, these findings indicate that principals in Arab and Druse schools are very dissatisfied with the repertoire of teaching methods presently in use. They desire a greater change in these methods than their counterparts in the Jewish sector.

Desired Evaluation Methods

Principals from all systems and school levels agree that there should be little use of normative criteria of evaluation and a great deal of use of criterion reference evaluation in evaluating pupils' achievements. However, principals from different systems and school levels have significantly different opinions about the desirability of using individual progress as a criterion for evaluation. The clear majority of principals in State and State Religious schools think this should be one of the criteria for evaluation, whereas only slightly more than half of the principals in Arab and Druse schools think this should be used. A curvelinear relationship is revealed in the findings with elementary school principals desiring to use this criterion the most, high school principals second most and junior high principals the least.

Actual as Compared to Desired Evaluation Methods

To compare the perceptions of principals from different systems for actual as opposed to desired evaluation criteria, we performed manova for repeated measures by system separately for each school level. Significant interaction of time by criteria of evaluation was found for all school levels. The analysis for elementary schools shows significant differences among systems, among evaluation criteria, and interaction of system by time. The analysis of high school principals' responses shows significant differences in criteria and a significant interaction of system and time.

On the elementary school level principals desire a significant decrease in the use of normative evaluation and an increase in individual progressive evaluation. Significant differences are found among the systems in the actual and desired use of criteria of evaluation. Principals in State schools express the least amount of dissatisfaction with present practices.

The degree of dissatisfaction with present criteria of evaluation differs among high school principals from different systems. Arab principals express the greatest dissatisfaction with the criteria in use. They would like to increase the use of normative criteria and decrease the use of criterion reference evaluation and individual progress. Druse principals would like to maintain the level of use of normative and criterion reference evaluation, and greatly reduce individual progress evaluation.

Desired Procedures for Organizing Learners

The majority of principals from all systems and school levels opt for tracking pupils by abilities and achievements. In contrast, the majority say gender should not be used as a criterion for differentiation of learners and their curriculum. However, significant variation among systems is found in responses of principals to this question. Principals in State Religious schools are distinguished from those in other systems by their desire for some gender differentiation in the curriculum.

Preferred Contents of the Curriculum

Principals were asked two questions about the desired contents of the curriculum. First, in order to reveal the knowledge areas deemed most important in their eyes, they were asked: "If the Ministry of Education allocated two more hours of instruction to your school, to what subjects would you allocate the hours?" Second, the principals were presented a list of nine curriculum projects which represent a range of knowledge areas and curriculum foci, and asked if they would like to have their school participate in the projects. Since the majority of these projects already exist in the education system to a certain extent, some of the schools in the sample had already implemented them. The degree of importance of these projects or programs for the school could therefore be arrayed on a three-point scale: very important (already implemented), important (would like to implement), and not important (would not implement).

The subjects that principals deemed important in response to the first question were classified into seventeen subject fields. Discriminant analysis for the four education systems was run for each school level to determine if different preferences for subject field existed in the systems. Significant discriminations were found for the elementary and high school levels, but not for the junior high school level. For the elementary level, the profile of subjects preferred by each system was classified correctly in 76 percent of the instances. Principals in State schools preferred foreign language instruction. State Religious school principals opted for mathematics, Jewish studies, and social studies. Those in Arab schools chose foreign language, Arabic, and sports. Similarly, principals of Druse schools preferred foreign language, Arabic, sports, and the basic subjects of reading, writing, and mathematics. On the senior high level, successful classification of preferences by educational system was lower (56 percent). Principals in State high schools chose social studies and technology. State Religious principals preferred foreign language instruction. Arab principals opted for foreign language instruction and sports, whereas Druse principals preferred only foreign language instruction.

Table 11.3 presents the percent of principals who would like their school to implement each of the curriculum projects. Two-way analysis of variance by educational system and school level was performed to determine the similarities and differences in attitudes toward these programs. Significant variance in the responses of principals was only found for two programs: building understanding and coexistence between minority (Arab, Druse) and majority populations in Israel, and building relationships between religious and secular populations in Israel. In both instances significant differences were found only among the systems and not by school level. Principals from State, Arab and Druse schools would like to implement coexistence programs between minority and majority populations more than State Religious system principals. In contrast, principals from the State Religious system would like to institute coexistence programs between religious and secular populations more than principals in State schools. Arab and Druse principals are not interested in such programs at all. No significant variance was found by elementary or high school type for responses to this question.

TABLE 11.3

PERCENTAGE OF PRINCIPALS DESIRING ADOPTION OF CURRICULUM PROJECTS BY SYSTEM

	System			
Project	State	State Religious	Arab	Druse
Arab-Jewish coexistance	96	14	88	100
Secular-religious coexistance	62	100	0	20
Business initiative	46	31	44	20
Work-study	75	69	44	0
Tradition	60	90	31	60
Arts	100	93	100	100
Self-awareness	90	97	100	100
Excellence	100	100	100	80
Learning difficulty	100	100	100	100

Note: Total N=102: State - N=52, State Religious - N=29, Arab - N=16, Druse - N=5

The Desired Curriculum in the Eyes of Principals from Different Types of Elementary and High Schools

Elementary School Types and the Desired Curriculum

Principals' perspectives about the desired characteristics of school curriculum of different types of elementary schools are very similar. They only differ in their views about the desired degree of use of small group and individualized instructional methods and, particularly, pupil-directed small group and independent work. Principals in mixed-orientation schools (those which combine open and community and/or special content focus), open, and kibbutz schools would like to have these methods become the predominant methods of instruction in their schools, whereas principals from other types of schools would like to have a moderate amount of use of these methods.

High School Types and the Desired Curriculum

Principals of different types of high schools espouse similar perspectives about the desired school curriculum. We found no significant differences among their opinions about desired goal priorities, teaching methods, evaluation methods, and organization of learners.

Summary

Principals from different systems, school levels, and types of school agree about many aspects of the desired school curriculum. They desire a reordering of educational priorities. They would like their schools to make developing individual abilities and self-confidence a top priority, equivalent in its emphasis to acquiring knowledge and skills. They would like to increase as well the level of emphasis of encouraging the enjoyment of learning. They would like their schools to be multi-goal institutions.

Principals agree that the prevalence of frontal teaching should be reduced and that teachers should use individualized and small group instruction. They would like the evaluation of pupils' learning to be based primarily on criterion reference evaluation and not on normative evaluation. They would like their schools to continue the practice of tracking pupils by abilities and achievements, but they reject gender differentiation of the curriculum. The area of disagreement among the principals of different educational systems is the content of the curriculum. State, Arab, and Druse principals would like their schools to participate in programs promoting coexistence of Jewish majority and minority populations, whereas State Religious principals do not want their schools to participate in such programs. In contrast, State Religious principals are in favor of participation in programs promoting relations between secular and religious populations, whereas Arab and Druse are not interested in such programs.

On the whole, differences in the responses of principals from different systems were found more in the degree of change than in the direction of change that is desired. Arab principals are more dissatisfied with the present educational priorities of their schools than principals in the Jewish sector. On the high school level State system principals are more dissatisfied than State Religious principals. Druse principals express the greatest dissatisfaction with teaching methods presently being used in their schools. State and State Religious principals would like to use individual progress as an evaluation method in elementary and senior high schools, whereas minority principals are not in favor of the use of this method. State Religious system principals are the only principals who favor some gender differentiation of the curriculum.

Very limited differences were found in the perspectives of principals from different school levels. No differences were found in the desired curriculum for different types of high schools. Elementary schools differed only in the degree of their desire to increase the use of small group and individualized instruction. Open, kibbutz, and mixed-orientation schools would like these methods to predominate in their schools, whereas conventional and community school principals would like them used alongside frontal methods.

Chapter 12

Teachers' Views of the Desired School Curriculum

In the teacher's questionnaire, teachers were asked to indicate their views about six aspects of the desired school curriculum: educational priorities, teaching methods, evaluation methods, the organization of learners, classroom environment characteristics, and the content of the curriculum. In this chapter we will examine the commonalities and differences in teachers' perspectives about these aspects of the desired curriculum in different educational systems, levels of schooling, and school types.

Similarities and Differences in the Views of Teachers from Different Educational Systems and School Levels

Desired Educational Priorities

Teachers were asked to what extent each of six goals *should* be emphasized in their schools: good citizenship, acquiring basic knowledge and skills, developing individual abilities and self-confidence, vocational preparation, religiosity, and cultural heritage. In addition, teachers in State, State Religious, and Druse schools were asked about the desired level of emphasis of an additional goal: developing enjoyment of learning and self-expression. (Due to a printing error the Arab teachers' questionnaires did not include this item.) Table 12.1 presents the means and standard deviations of teachers' responses by system as well as the rank ordering of goal priorities within each system. (In the following analyses the total number of subjects varies from a minimum of 1,036 to a maximum of 1,118 because of missing data. The variance of number of respondents in the State system is from 561 to 593; State Religious system - 260-277; Arab system - 172-181; Druse system - 43-67.)

Similar rank orderings of the educational objectives of citizenship, developing individual abilities, and the transmission of cultural heritage are found for teachers' responses in State and State Religious systems. Developing individual abilities is ranked the highest desired educational priority and good citizenship the second highest. Cultural transmission is ranked fourth. The rank ordering of these goals is different in the Arab and Druse systems.

TABLE 12.1

MEANS, STANDARD DEVIATIONS, AND RANK ORDER OF TEACHERS' PREFERRED EDUCATIONAL PRIORITIES BY SYSTEM

	System											
	State			State Religious			Arab			Druse		
Variables	x	sd	R	x	sd	R	x	sd	R	x	sd	R
Goals Citizenship	4.68	.6	2	4.56	.7	2	3.55	1.0	3	4.00	1.1	3
Knowledge	4.61	.5	2	4.45	.7	3	3.82	1.1	1	4.08	1.0	3
Develop individual	4.72	.5	1	4.69	.6	1	3.68	1.1	2	4.25	.9	2
Voc. prep.	3.36	1.2	5	3.44	1.1	5	3.12	1.3	5	3.71	1.1	4
Religiosity	1.93	.9	6	4.72	.6	1	2.20	1.1	6	2.43	1.1	6
Enjoyment	4.50	.7	3	4.61	.6	2	-	-	-	4.30	.8	1
Cultural	3.81	.9	4	4.29	.7	4	3.30	1.1	4	3.31	1.1	5

Note: R = Rank
1=no emphasis, 2=little emphasis, 3=moderate emphasis, 4=strong emphasis, 5=very strong emphasis
State N=561>n<593, State Religious N=260>n<277, Arab N=172>n<181, Druse N=43>n<67

Two-way analyses of variance by system and school level were performed to examine variations in teachers' responses. Significant differences were found among the systems in their emphases of each of the goals, whereas significant differences among school levels were found only for the goals of developing individual abilities, vocational preparation, and encouraging enjoyment of learning.

Duncan tests revealed significant differences among Jewish, Druse, and Arab schools in the desired degree of emphasis of four goals: good citizenship, acquiring basic knowledge, developing individual abilities, and vocational preparation. For the first three goals, the degree of desired emphasis was greatest for Jewish schools, second highest for Druse schools, and lowest for the Arab schools. Druse teachers desire the greatest emphasis on vocational preparation, Jewish teachers the second highest emphasis, and Arab teachers the least emphasis on this goal. In addition, teachers in the four systems differ in their preferences for the relative emphasis on developing religiosity. Teachers in the State Religious system think their schools should place great emphasis on developing religiosity, whereas Arab and Druse teachers wish little emphasis on this goal and State school teachers the least amount of emphasis. State Religious school teachers also would have their school emphasize transmission of cultural heritage and encouraging enjoyment of learning more than State, Arab, and Druse teachers. It is striking that teachers in State Religious schools would like their schools to greatly emphasize six out of the seven goals examined, whereas teachers in other systems limit their greatest emphasis to a set of three or four goals. Thus, State, Druse, and Arab teachers have a more differentiated set of desired educational priorities.

Elementary, junior, and senior high school teachers differ in their perceptions of the desired degree of emphasis of three goals: developing individual abilities, vocational preparation, and encouraging enjoyment of learning. (In the following analysis of differences among school levels, the number of subjects' responses varies in the following fashion: elementary school teachers - $467>n<591$, junior high teachers - $99>n<114$, high school teachers - $337>n<400$.) Elementary and junior high teachers desire greater emphasis on developing individual abilities than high school teachers. The desired emphasis on vocational preparation is greatest at the high school level, second greatest at the junior high level, and least at the elementary level. The opposite progression is found for emphasis on encouraging enjoyment of learning and self-expression.

Statistical analyses also showed three significant interaction effects between system and school level for the goals of citizenship, developing individual abilities, and vocational preparation. The pattern of interactions is identical for the first two of the three goals. Druse teachers in elementary schools desire less emphasis than Jewish teachers on citizenship and developing individual abilities, but significantly more emphasis than elementary teachers in the Arab system. On the junior high level Druse teachers desire the same degree of emphasis of these goals as Jewish teachers and this is higher than Arab sector teachers. However, on the high school level Druse teachers desire the same degree of emphasis of these goals as Arab teachers, which is significantly less than that desired by Jewish teachers. The pattern of emphases is more complex for vocational preparation. On the elementary level Druse teachers desire significantly more emphasis of vocational preparation than other systems. On the junior high level Jewish and Druse teachers desire a higher level of emphasis of this goal than Arab teachers. In contrast, State, Arab, and Druse high school teachers desire more vocational preparation than State Religious high school teachers.

Desired Teaching Methods

Teachers were asked to express their opinions about the desirable levels of use of five teaching methods in their schools: lecturing to the whole class, teacher-led small group instruction, pupil-led small group work, teacher-directed individual instruction, and independent work. Factor analysis found that these methods were divided into two factors: lecturing, and small group and individualized instruction. The means and standard deviations of responses in different systems to these questions are presented in Table 12.2. On the average, teachers desire a moderate use of both methods.

Significant differences among systems and school levels were found for these variables as well as a significant interaction effect for desired use of small group and individualized instruction. Teachers in State schools desire the most use of small group and individualized instruction, while Arab teachers desire the least use of these methods of instruction among the systems. State and Arab teachers desire the most use of lecturing, whereas Druse teachers would like lecturing to be used the least among the systems. Differences are more pronounced between elementary and secondary school teachers than among the systems. Elementary school teachers express a significantly greater desire to use small group and individualized instruction than junior or senior high teachers. High school teachers desire using lecturing significantly more than junior high or elementary school teachers.

TABLE 12.2

MEANS AND STANDARD DEVIATIONS OF TEACHERS' DESIRED TEACHING METHODS BY SYSTEM

	System							
	State		State Religious		Arab		Druse	
Variables	x	sd	x	sd	x	sd	x	sd
Methods Individual & small group[a]	3.49	.8	3.38	.7	3.12	.8	3.28	0.8
Lecture[b]	3.45	.9	3.35	.9	3.46	1.2	3.15	1.0

Note: 1=no use, 2=little use, 3=moderate use, 4=extensive use, 5=very extensive use
[a] State - N=573, State Religious - N=262, Arab - N=185, Druse - N=67
[b] State - N=569, State Religious - N=264, Arab - N=179, Druse - N=61

Desired Evaluation Methods

Table 12.3 presents the means and standard deviations for desired evaluation methods by system and school level. The findings show that most teachers would like criterion referenced evaluation to be the primary basis of evaluation. The majority of teachers would also like to use individual progress as a basis of evaluation. In contrast, only a small minority of teachers wish to use normative evaluation.

Significant differences among the systems are found for desired use of all three criteria of evaluation. Arab teachers prefer the use of normative evaluation more and the use of individual progress less than teachers in other systems. Druse teachers prefer criterion evaluation less than teachers in other systems.

Statistical analyses also found significant differences among teachers in elementary and secondary school in the desired use of criterion evaluation and individual progress. From the elementary level to the high school level there is a step-wise significant increase in the preference of teachers for criterion evaluation and a parallel decrease in their desire for evaluation by individual progress.

TABLE 12.3

MEANS AND STANDARD DEVIATIONS OF TEACHERS' DESIRED EVALUATION METHODS BY SYSTEM

(in percent)

	System							
	State		State Religious		Arab		Druse	
Variables	x	sd	x	sd	x	sd	x	sd
Evaluation Normative	28	.4	26	.4	44	.5	30	.5
Criterion	81	.4	73	.4	77	.4	63	.5
Individual progress	68	.5	72	.4	36	.5	52	.5

Desired Gender Differentiation of the Curriculum

Teachers were asked whether the genders should study the same curriculum. On the average, teachers expressed the preference that both genders study the same curriculum. However, significant differences among the systems were found regarding gender differentiation. Teachers in State Religious schools expressed less agreement with the principal of gender equality as compared to teachers in other sectors. No differences were found in the desire for gender differentiation among school levels.

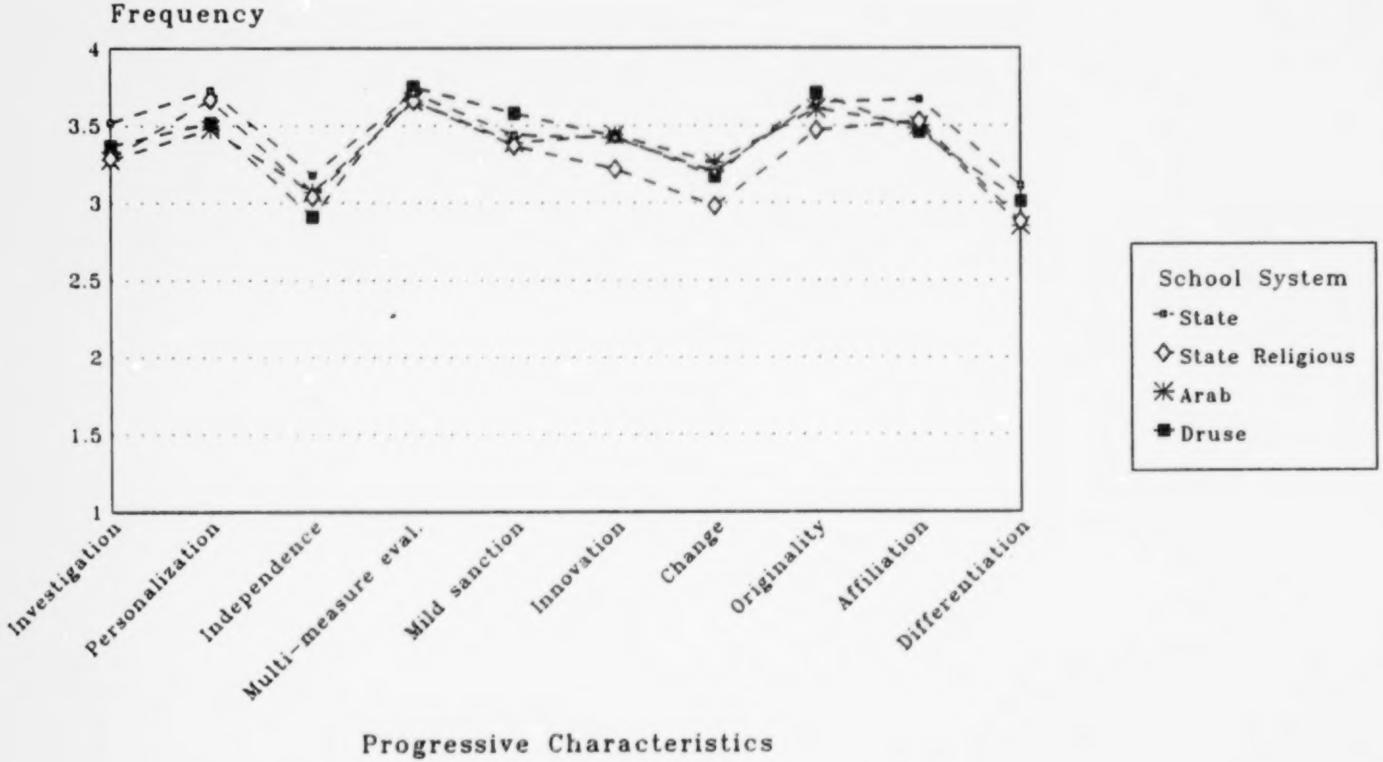
The Desired Classroom Environment

Teachers' responses to the preferred classroom environment questionnaire reveal on the whole a desire to use progressive classroom practices more frequently and to use traditional teaching practices less frequently. The profiles of teachers' response for the four systems are shown in Figure 12.1 for measures of the progressive classroom environment and in Figure 12.2 for measures of the traditional classroom environment. Results of two-way analyses of variance by system and school level reveal four similar preferences among teachers from different education systems. Teachers in different systems agree that teachers should control seating of pupils infrequently, that they should use individual discussions with pupils to handle disciplinary problems frequently, and that they should base grading on a varieties of measures of achievement, not only tests. In addition, teachers at all school levels think that book learning should take place infrequently in the classroom.

Significant differences among the systems and school levels were found for all other aspects of the classroom environment. In general, the findings show that teachers in State schools would like to have more student-centered, inquiry-oriented, and individualized class environments than teachers in the other systems. Teachers from State Religious schools express the least desire to encourage inquiry, to use innovative practices, and differentiate learning activities among pupils. Arab teachers also prefer less inquiry learning and less individualization, but they desire variety and change in the classroom environment. They would like to base grading on testing and use book learning more than teachers in State Religious schools. Druse and Arab teachers wish to encourage more competition among pupils than teachers in the Jewish sector.

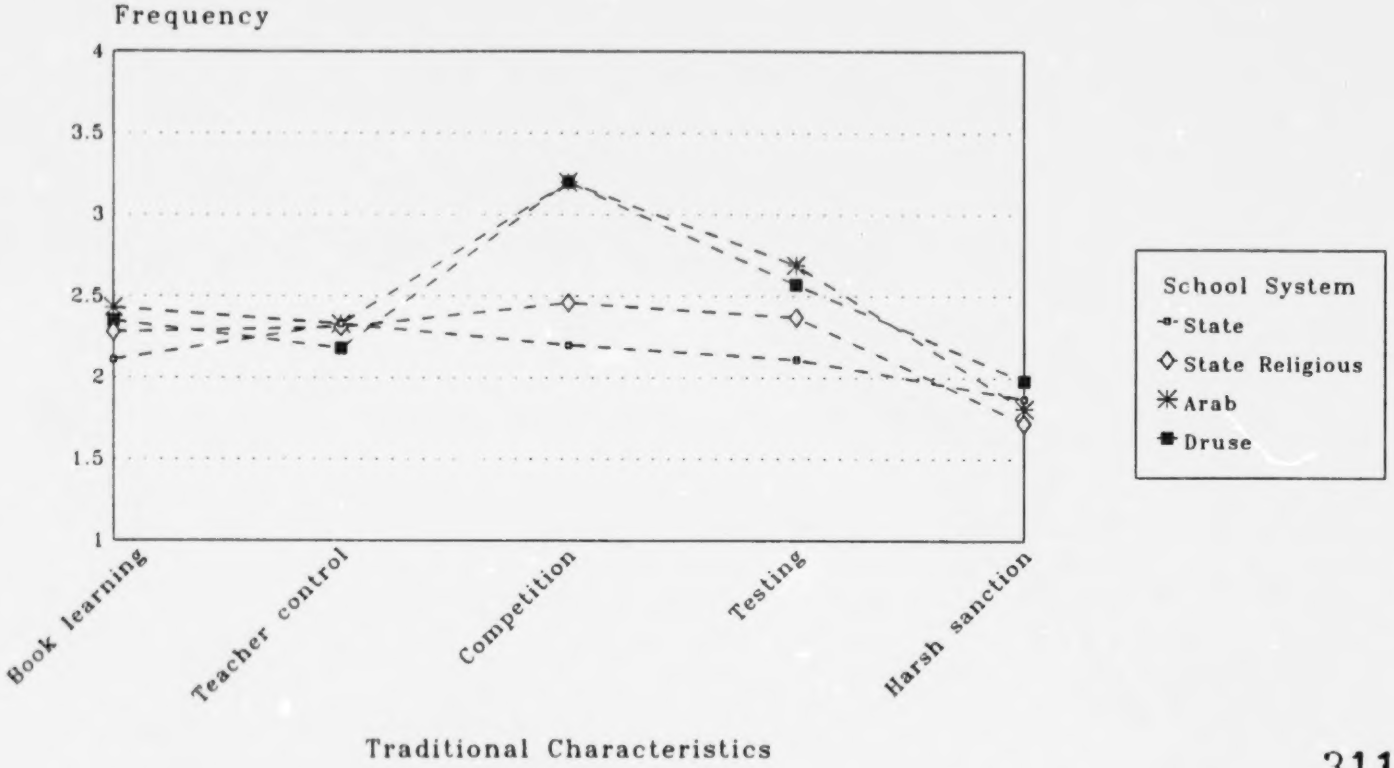
Differences among elementary and secondary teachers' images of the desired classroom environment are quite pervasive and consistent. Elementary school teachers desire a more inquiry-oriented, student-centered, individualized, and innovative classroom environment than secondary school teachers.

FIGURE 12.1
TEACHERS' PREFERRED PROGRESSIVE CLASSROOM ENVIRONMENT CHARACTERISTICS BY SYSTEM



Key: 1=never; 2=infrequent; 3=frequent; 4=always

FIGURE 12.2
TEACHERS' PREFERRED TRADITIONAL CLASSROOM ENVIRONMENT CHARACTERISTICS BY SYSTEM



Key: 1=never; 2=infrequent; 3=frequent; 4=always

Analysis of variance results also indicate a number of significant interaction effects between system and school level. Two patterns may be discerned in these findings. First, student-centered practices such as encouraging the voicing of opinions, encouraging student involvement in decision-making, and individualized instruction are desired less by State junior high teachers than by junior high teachers in other systems, whereas teachers in State elementary and high schools desire these practices more than teachers in other systems. Secondly, Druse and Arab teachers in junior and senior high schools desire more variety in classroom practice than their Jewish counterparts, whereas Druse elementary school teachers desire less change and variety than Jewish elementary school teachers.

Preferred Curriculum Content

Teachers, like principals, were asked two questions regarding their perspectives on the desired content in the curriculum. First they were asked: "If the Ministry of Education allocated two more hours of instruction to your school, to what subjects would you allocate the hours?" Second, the teachers were asked to indicate which of nine curriculum projects they would like their school to include in the curriculum.

Since school curricula differ among the school levels, the similarities and differences among the educational systems were analyzed separately for elementary, junior, and senior high schools. Considerable dispersion of preferences was found among the teachers on all school levels. Significant differences in the subject preferences of teachers were found among the systems for each school level (elementary $\chi=263.09$, Df=36, $p<.001$; junior high $\chi=73.2$, Df=36, $p<.001$; high $\chi=60.4$, Df=39, $p<.001$). These differences were somewhat consistent for the State, State Religious, and Arab systems across the grade levels. In the State system the two most chosen subject fields at all school levels were special curriculum (elective or new curricula topics) and Hebrew language and literature. Almost one-fourth of State teachers in elementary and junior high school also chose the arts as their preferred subject field. State Religious system teachers consistently preferred special curricula and Jewish studies the most at all school levels. Arab teachers opted at all levels for foreign language and special curricula more than other fields. Mathematics was also chosen consistently by one-sixth of the Arab teachers. In contrast, Druse teachers' top preferences differed for each school level. Druse teachers in elementary school would like to add class time to teaching special curricula and foreign language. In the junior high they chose three subjects equally as top preference: the arts, technology, and mathematics. Most of the Druse high school teachers chose mathematics and foreign language as the subjects which should receive additional hours of instruction.

From these findings some limited commonalities can be discerned among teachers in different systems. First, approximately one-fifth of the teachers in all systems would like to increase the amount of time devoted to new, elective subjects. Second, Hebrew and mathematics is a consistent choice of about 15 percent of the teachers in all systems; a top preference or second preference for additional hours.

Tables 12.4, 12.5, and 12.6 present the percent of teachers in each system desiring that their school adopt each of the nine curriculum projects per school level. The total percentages per school level indicate that the majority of teachers at all school levels would like their schools to include three programs in their curricula: tutoring for pupils with learning difficulties, development of pupils' self-awareness and self-realization, and an artist-in-residence creative arts program. Over half the teachers in the junior and senior high schools would like to include joint programs with higher educational institutions for the development of academic excellence, and programs that develop positive relationships between religious and secular populations. In addition, over half the junior high teachers would like to implement a work-study program.

TABLE 12.4

PERCENTAGE OF ELEMENTARY SCHOOL TEACHERS DESIRING ADOPTION OF CURRICULUM PROJECTS BY SYSTEM

	System			
Project	State	State Religious	Arab	Druse
Arab-Jewish coexistance[1]	54.0	7.2	22.7	58.6
Secular-religious coexistance[2]	40.8	51.4	2.5	24.1
Business initiative	30.5	23.5	37.8	34.5
Work-study[3]	48.9	39.9	22.7	62.1
Tradition[4]	17.6	42.5	2.5	13.7
Arts[5]	80.1	76.3	5.0	41.4
Self-awareness[6]	90.9	91.4	18.5	62.1
Excellence[7]	52.9	50.7	3.4	51.8
Learning difficulty	89.5	92.2	100.0	88.2

Note:

[1] $\chi^2 = 105.65$ $p < .001$
[2] $\chi^2 = 77.86$ $p < .001$
[3] $\chi^2 = 28.9$ $p < .001$
[4] $\chi^2 = 66.6$ $p < .001$
[5] $\chi^2 = 222.0$ $p < .001$
[6] $\chi^2 = 264.6$ $p < .001$
[7] $\chi^2 = 91.7$ $p < .001$

Total N=585
State N=297
State Religious N=140
Arab N=111
Druse N=29

TABLE 12.5

PERCENTAGE OF JUNIOR HIGH SCHOOL TEACHERS DESIRING ADOPTION OF CURRICULUM PROJECTS BY SYSTEM

Project	System			
	State	State Religious	Arab	Druse
Arab-Jewish coexistance[1]	72.9	5.6	20.0	88.9
Secular-religious coexistance[2]	58.9	64.7	13.3	47.1
Business initiative	38.5	38.9	33.3	57.9
Work-study	56.2	52.6	33.3	79.0
Tradition[3]	35.6	44.4	0	50.0
Arts[4]	82.4	61.1	0	88.9
Self-awareness[5]	92.0	83.3	26.7	94.7
Excellence[6]	69.4	72.2	0	77.8
Learning difficulty	94.1	89.5	0	94.4

Note: [1] $\chi^2 = 39.86$ $p<.001$ N=121
[2] $\chi^2 = 11.15$ $p=.01$
[3] $\chi^2 = 10.47$ $p<.05$
[4] $\chi^2 = 40.47$ $p<.001$
[5] $\chi^2 = 35.63$ $p<.001$
[6] $\chi^2 = 27.99$ $p<.001$

Chi square tests found significant differences among the educational systems in each school level in percentage of teachers desiring different projects. Consistent patterns of differences in teachers' responses among the systems across school levels are found for six curriculum projects: Arab-Jewish coexistence, relationships between religious and secular populations, strengthening "traditions," artist-in-residence, developing self-awareness, and developing academic excellence. The majority of State teachers would like their schools to participate in Arab-Jewish coexistence projects in all grade levels, whereas few State Religious and Arab teachers would like their schools to participate in such programs. The majority of Druse teachers in elementary and junior high school desire participation in such a program, but only a minority of Druse high school teachers would like participation in such a program. The majority of State Religious school teachers at all school levels would like their schools to participate in programs that develop relations between religious and secular populations and programs that strengthen traditions, whereas few Arab teachers would like their schools to participate in such programs. The majority of teachers in State and State Religious systems would like their schools to adopt an artist-in-residence program and a program in academic excellence, whereas a minority of Arab and Druse teachers would like their schools to adopt such programs. Almost all State teachers would have their schools include a program to develop pupils' self-awareness, whereas few Arab teachers would subscribe to such a program.

TABLE 12.6

PERCENTAGE OF SENIOR HIGH SCHOOL TEACHERS DESIRING ADOPTION OF CURRICULUM PROJECTS BY SYSTEM

	System			
Project	State	State Religious	Arab	Druse
Arab-Jewish coexistance[1]	64.1	17.7	20.0	38.9
Secular-religious coexistance[2]	61.0	73.1	2.0	16.7
Business initiative[3]	42.5	36.3	20.0	66.7
Work-study[4]	54.6	54.2	14.0	33.3
Tradition[5]	28.8	59.4	2.0	22.2
Arts[6]	69.3	55.1	16.0	38.9
Self-awareness[7]	86.1	83.7	12.0	44.4
Excellence[8]	66.4	77.3	20.0	22.2
Learning difficulty	84.3	92.9	0	80.0

Note: [1] $\chi^2 = 75.25$ $p<.001$
[2] $\chi^2 = 80.61$ $p<.001$
[3] $\chi^2 = 14.78$ $p<.01$
[4] $\chi^2 = 30.10$ $p<.001$
[5] $\chi^2 = 55.06$ $p<.001$
[6] $\chi^2 = 51.04$ $p<.001$
[7] $\chi^2 = 131.08$ $p<.001$
[8] $\chi^2 = 60.38$ $p<.001$
N=464

From these findings a profile of preferences is distinguished for each educational system. The State teachers are most open to new curricula, especially programs that deal with social problems such as coexistence of Arab and Jews and religious and secular populations. The creative arts is a field that they desire to include in the school curriculum. State Religious system teachers evince an openness to new curricula as well, but primarily curricula related to their preferred subject — Jewish studies. This is expressed in their preference for programs in secular-religious relations and for the strengthening of tradition. Arab teachers express less openness to new curricula programs than teachers from other systems. Their main concern is for more instruction in mathematics and foreign language, subjects essential for advancement in higher education. Druse teachers' preferences differ according to school level. On the elementary and junior high levels they are more open to new curricula, especially developing coexistence between minorities and majority populations, the arts, programs for pupils with learning difficulties, work-study, and developing self-awareness. However, Druse senior high teachers are less desirous of introducing new curricula and more interested in enhancing the instruction of critical subjects such as mathematics and foreign language instruction.

Elementary School Types and the Desired School Curriculum

Desired Educational Priorities

Table 12.7 presents the means and standard deviations for teachers' desired school goal emphases in different types of elementary schools. Two-way analyses of variance by system and type found no significant differences among types of elementary school in their desired degree of emphasis of good citizenship, acquiring basic knowledge and skills, developing enjoyment of learning, and transmission of cultural heritage. Teachers desire a very high level of emphasis on the first three goals and high level of emphasis on the latter goal. Although developing individual abilities received the first rank in a rank ordering of educational priorities for all types of schools, significant differences were found among the types of elementary schools in the degree of emphasis of this goal as well as the goals of vocational preparation and religiosity. Kibbutz, kibbutz-open, and open school teachers desire a greater emphasis on the goal of developing individual abilities than conventional or community school teachers. In contrast, conventional schools desire greater emphasis on vocational preparation and developing religiosity than kibbutz, open, or mixed-approach schools.

Desired Teaching Methods

Although most teachers expressed the opinion that small group and individualized instruction should be more prevalent and lecturing less prevalent in their schools, significant differences among the types of elementary schools were found on relative emphasis of these methods of instruction. Open school teachers desire the use of small group and individualized instruction much more than conventional school teachers. On the other hand, community school teachers desire much more use of lecturing than kibbutz teachers.

TABLE 12.7

TEACHERS' DESIRED EDUCATIONAL PRIORITIES BY TYPE OF ELEMENTARY SCHOOL

	Open		Conventional		Kibbutz		Kibbutz Open		Community		Mix	
Ideal Goals	x	sd	x	sd	x	sd	x	sd	x	sd	x	sd
Citizenship	4.75	0.5	4.57	0.6	4.69	0.5	4.60	0.6	4.78	0.4	4.64	0.6
Knowledge	4.61	0.5	4.53	0.6	4.59	0.6	4.58	0.7	4.69	0.5	4.66	0.6
Develop Individual	4.87	0.4	4.69	0.6	4.95	0.2	4.88	0.3	4.78	0.5	4.79	0.4
Vocational preparation	3.00	1.2	3.29	1.1	3.00	1.3	2.70	1.2	3.02	1.3	2.55	1.3
Religiosity	2.23	1.2	3.55	1.5	2.74	1.8	1.36	0.8	2.60	1.3	2.64	1.6
Enjoyment	4.65	0.6	4.67	0.5	4.72	0.5	4.54	0.6	4.57	0.5	4.60	0.6
Culture	3.94	0.8	4.09	0.8	4.14	0.8	3.96	0.9	3.89	0.8	3.79	0.9

Note: 1=not emphasized, 2=little emphasis, 3=moderate emphasis, 4=strong emphasis, 5=very strong emphasis

Desired Evaluation Methods

Most elementary school teachers prefer basing evaluation of achievement on criterion reference evaluation. Differences among types of elementary schools appear in the relative desired use of two other criteria for evaluation: normative evaluation and individual progress. Kibbutz and kibbutz-open schools differ significantly from conventional and community schools on these criteria. Kibbutz and kibbutz-open schools prefer the criterion of individual progress, whereas conventional and community schools opt more for normative evaluation.

Differentiation of Learners

Most teachers think male and female pupils should study the same curricula. But conventional and open schools differ from other types of schools in their greater affirmation of this principle.

Desired Classroom Environment

The majority of elementary teachers voice a desire for a classroom environment characterized by frequent inquiry learning, student-centered discussion, participation of pupils in decision-making, and, on the other hand, infrequent book learning, competition, teacher control of pupil seating, and grading based on testing. However, significant differences were found among types of school on these and other characteristics of the desired classroom environment except for encouraging original work, using multiple measures of achievement for grading, and using severe disciplinary measures. The key differences in classroom characteristics were found between kibbutz, kibbutz-open, and open schools, on the one hand, and conventional and community schools, on the other hand. The profiles of classroom characteristics of these five types of schools are shown in Figures 12.3 and 12.4.

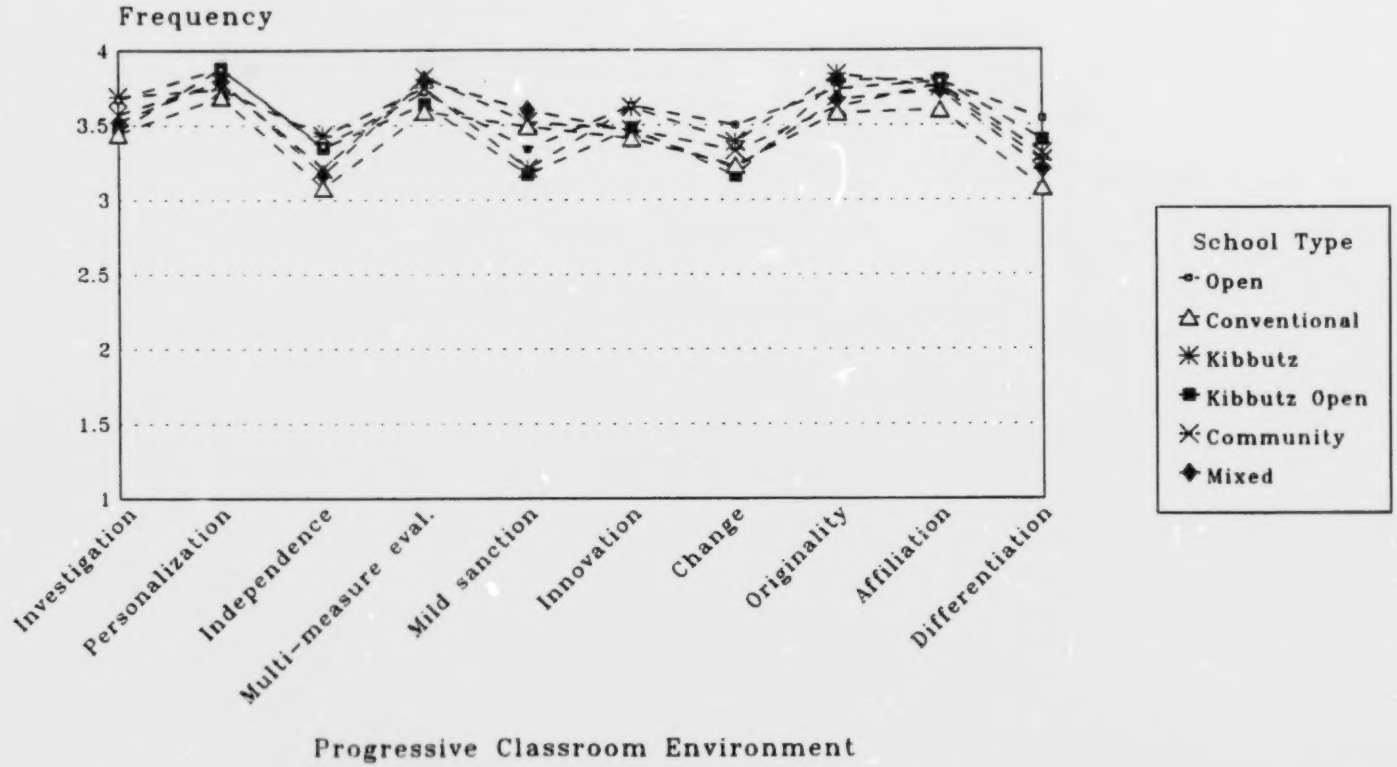
On the whole kibbutz, kibbutz-open, and open school teachers desire more frequent student inquiry learning, student-centered activities, student involvement in decision-making, innovative activities, and cooperative relations among pupils than conventional and community school teachers. In contrast, conventional and community school teachers desire more teacher control, more competition among pupils, more use of evaluation based on testing, and more book learning in their classrooms.

Desired School Curriculum in Different Types of High Schools

Desired School Goals

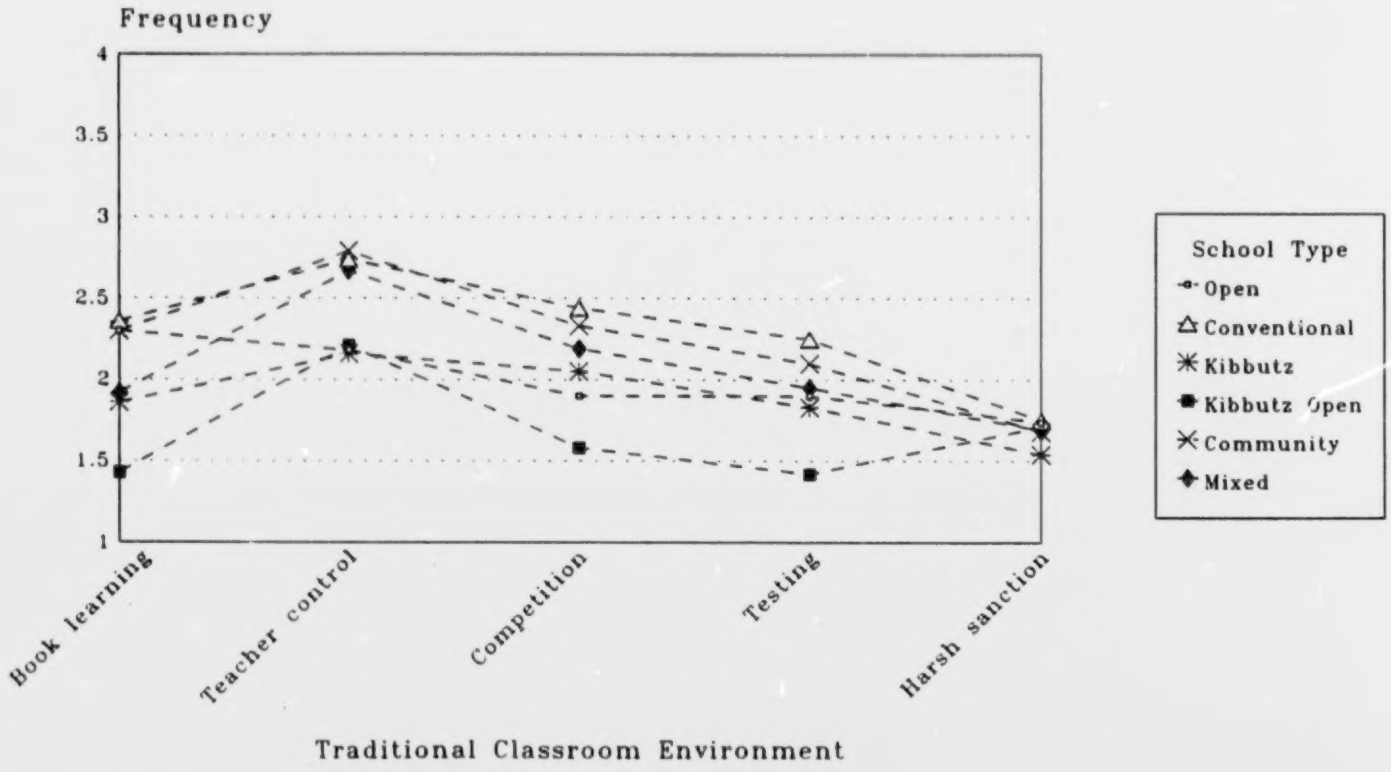
Table 12.8 presents the means, standard deviations, and rank orderings of desired school educational priorities of teachers in different types of high schools. The highest ranked educational priority of high school teachers is development of individual abilities. Citizenship is on the average ranked the second most desired educational priority. Development of enjoyment of learning and self-expression received third overall rank. Teachers generally ranked developing religiosity, vocational preparation, and cultural transmission lower as desired priorities.

FIGURE 12.3
TEACHERS' PREFERRED PROGRESSIVE CLASSROOM ENVIRONMENT CHARACTERISTICS BY ELEMENTARY SCHOOL TYPE



Key: 1=never; 2=infrequent; 3=frequent; 4=always

FIGURE 12.4
TEACHERS' PREFERRED TRADITIONAL CLASSROOM ENVIRONMENT CHARACTERISTICS BY ELEMENTARY SCHOOL TYPE



Key: 1=never; 2=infrequent; 3=frequent; 4=always

TABLE 12.8

MEANS, STANDARD DEVIATIONS, AND RANK ORDER OF TEACHERS' DESIRED EDUCATIONAL PRIORITIES BY TYPE OF HIGH SCHOOL

	Academic			Comprehensive			Technological			Vocational		
	x	sd	R	x	sd	R	x	sd	R	x	sd	R
Educational Priorities Citizenship	4.68	0.5	1	4.25	1.01	2	4.52	0.7	1	4.80	0.5	1
Knowledge	4.54	0.6	2	4.28	0.9	2	4.48	0.8	2	4.42	0.7	3
Develop Individual	4.67	0.6	1	4.35	0.9	1	4.52	0.8	1	4.55	0.6	2
Vocational preparation	3.56	1.0	4	3.71	1.0	3	4.17	0.8	3	4.45	0.8	3
Religiousity	3.55	1.5	4	2.43	1.5	5	1.93	0.8	5	3.28	1.4	5
Enjoyment	4.59	0.6	2	4.31	0.8	1	4.20	1.0	3	4.50	0.6	2
Cultural heritage	4.16	0.9	3	3.52	1.2	4	3.31	0.9	4	3.74	0.8	4

Note: R = Rank
1 = not emphasized, 2 = little emphasis, 3 = moderate emphasis, 4 = strong emphasis,
5 = very strong emphasis

Although the rank orderings show some general commonalities among teachers from different types of schools, analyses of variance by high school type and system reveal significant differences in the desired degree of emphasis of school goals among the different types of schools. Teachers in academic high schools would emphasize acquiring basic knowledge and skills, developing individual abilities, transmitting cultural heritage, and developing religiosity more than teachers in other types of high schools. Teachers in vocational high schools prefer emphasizing citizenship, vocational preparation, and development of enjoyment of learning more than other teachers. In contrast, teachers in technological high schools would emphasize developing enjoyment of learning, cultural transmission, and religiosity least, whereas teachers in comprehensive school would emphasize citizenship, acquiring knowledge, and individual development the least of all types of schools.

Desired Teaching and Evaluation Methods in Different Types of High Schools

Teachers in all types of high schools agree about the teaching methods that should characterize their schools. They prefer the continued prevalence of lecturing with some moderate use of small group and individualized instruction.

Teachers from different types of high schools are less in agreement about preferred criteria for the evaluation of student achievements. On the average they prefer the use of criterion reference evaluation and of individual progress evaluation to normative evaluation. However, analysis of variance found significant differences among the preferences of teachers from different types of high schools in regard to these evaluation methods. Teachers in technological high schools prefer criterion reference evaluation more and individual progress less than other types of high schools. In contrast, teachers in vocational high schools prefer individual progress evaluation more and criterion evaluation less than other teachers.

Desired Gender Differentiation in High Schools

High school teachers generally would like male and female pupils to study the same curriculum. However, two-way analysis of variance shows significant differences among teachers from the types of high schools in the degree of preferred gender equality. Comprehensive and technological school teachers express a more affirmative stand than academic and vocational teachers on the desirability of equivalent curriculum for male and female pupils.

Desired Classroom Environment

High school teachers from different types of high schools have quite similar images of the desired classroom environment. Teachers desire a more student-centered, inquiry-oriented classroom and less use of traditional teaching practices. Significant differences among teachers were found in only four characteristics of the classroom environment: student involvement in decision-making, innovative teaching practices, encouragement of competition, and use of multiple achievement measures for grading. Teachers in academic high schools would like to involve their students more frequently in decisions regarding the content and process of learning than teachers in other types of school. They also prefer competition among pupils and less use of multiple measures of achievement for grading than other teachers. In contrast, vocational school teachers would like infrequent involvement of students in learning decisions, infrequent innovative instruction, and frequent use of multiple measures of achievement as a basis for grading. Technological high school teachers would like competition among students to occur more frequently in their classes than other teachers.

A Comparison of Teachers' Perspectives about the Actual and Desired School Curriculum

Educational Priorities

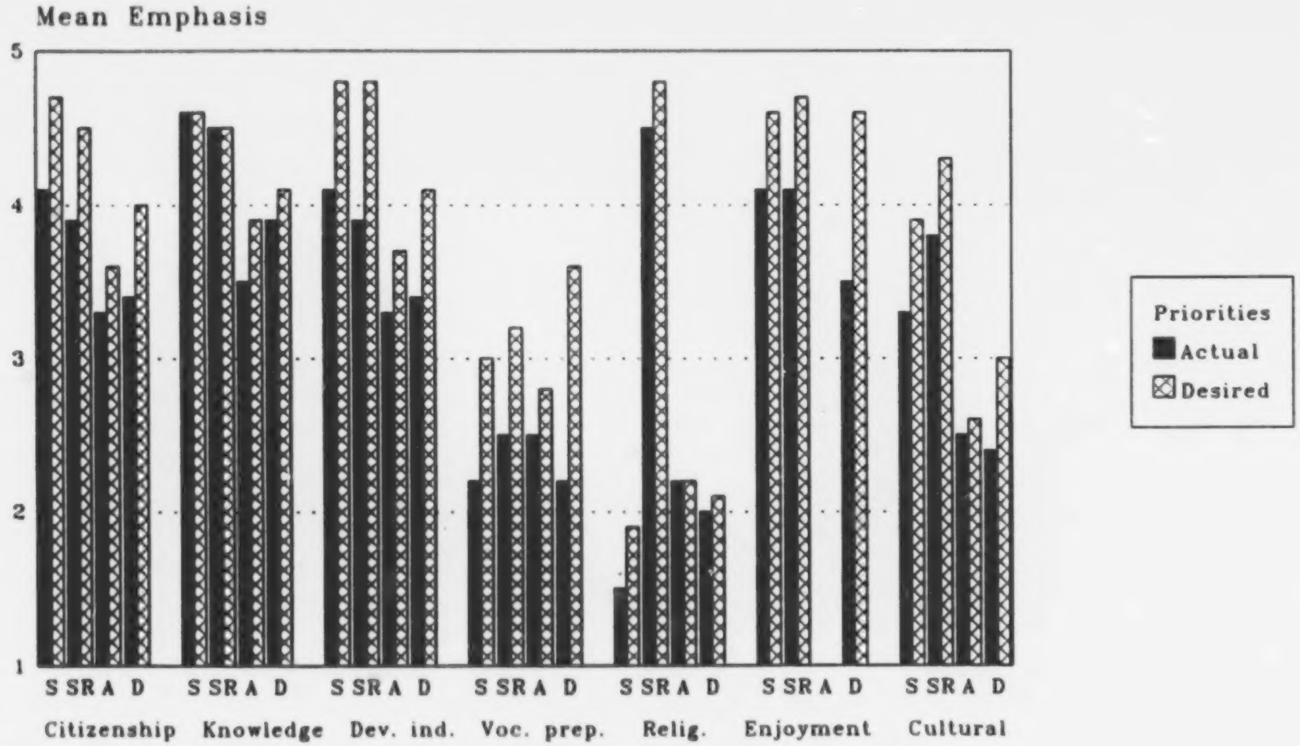
A comparison of the actual and desired school curriculum reported by teachers allows us to analyze teachers' perspectives on the continuities and desired changes in the Israeli school curriculum. The discrepancies between actual and desired states also reflect the degree of dissatisfaction with the status quo. In the following pages we will analyze the elements of the curriculum that the teachers wish to see continue and those they desire to change. The perspectives of teachers in different systems and levels of the system will be compared.

Figures 12.5, 12.6, and 12.7 present the means of teachers reports of actual and desired school goal emphases by system for elementary, junior, and senior high schools. Three general patterns of discrepancies between actual and desired school priorities can be discerned from these charts. First, in the Jewish sector in every level of the system, the greatest discrepancy is found between the actual and desired degree of emphasis on the goal of developing individual abilities and self-confidence. Second, on the secondary level Jewish teachers express the greatest dissatisfaction with the degree of emphasis placed by their schools on developing enjoyment of learning. Third, profiles of Arab and Druse teachers' responses differ from those of Jewish teachers.

The differences in actual and desired educational priorities of the systems for each school level were examined by manova for repeated measures by system. These statistical tests (see Appendix Table A12.1) show significant differences among the responses of teachers from different systems for both time periods, significant variance in the emphases on different school goals for both time periods, and significant differences between actual and desired educational priorities for all school levels. In addition, these analyses show significant variance in the discrepancies between actual and desired levels of emphases for the various goals for all school levels. These findings indicated a general desire for change and a great deal of dissatisfaction with the status quo throughout the education system. In addition, the nature and degree of dissatisfaction differs among the systems.

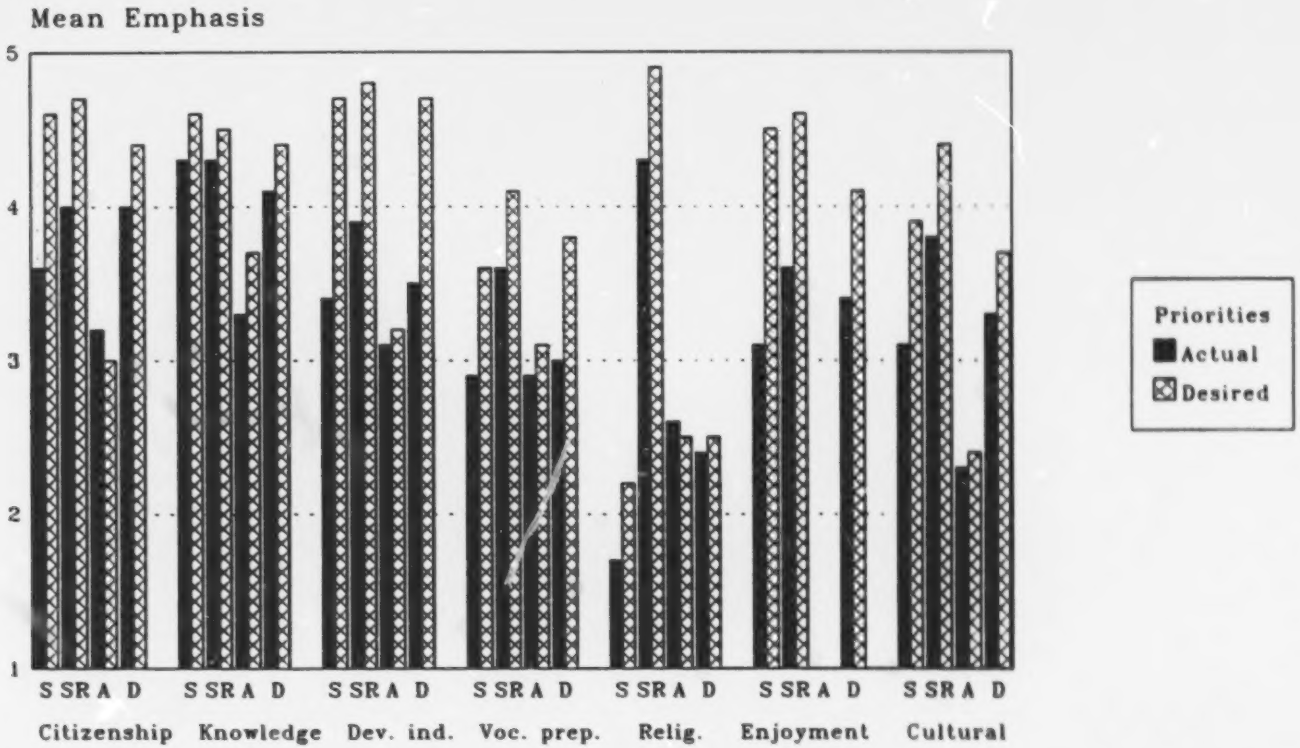
The results for elementary schools indicate that the size of the differences between the levels of emphasis of actual and desired school goals differ significantly among the systems. Jewish teachers desire a general increase in emphasis on all school goals except acquiring knowledge and skills. The goals showing the greatest discrepancies between actual and preferred levels of emphasis are developing individual abilities and vocational preparation. Arab teachers desire a limited increase in emphasis on four goals: citizenship, acquiring basic knowledge, developing individual abilities, and vocational preparation. Druse teachers express the greatest dissatisfaction with present educational priorities as reflected in the large gaps between actual and desired degrees of emphasis for two goals: vocational preparation and developing enjoyment of learning and self-expression. Druse teachers, like their Jewish counterparts, desire a significant increase in emphasis on the goals of good citizenship, developing individual abilities, and transmission of culture.

FIGURE 12.5
TEACHERS' REPORTS OF ACTUAL AND DESIRED EDUCATIONAL PRIORITIES BY SYSTEM – ELEMENTARY SCHOOL



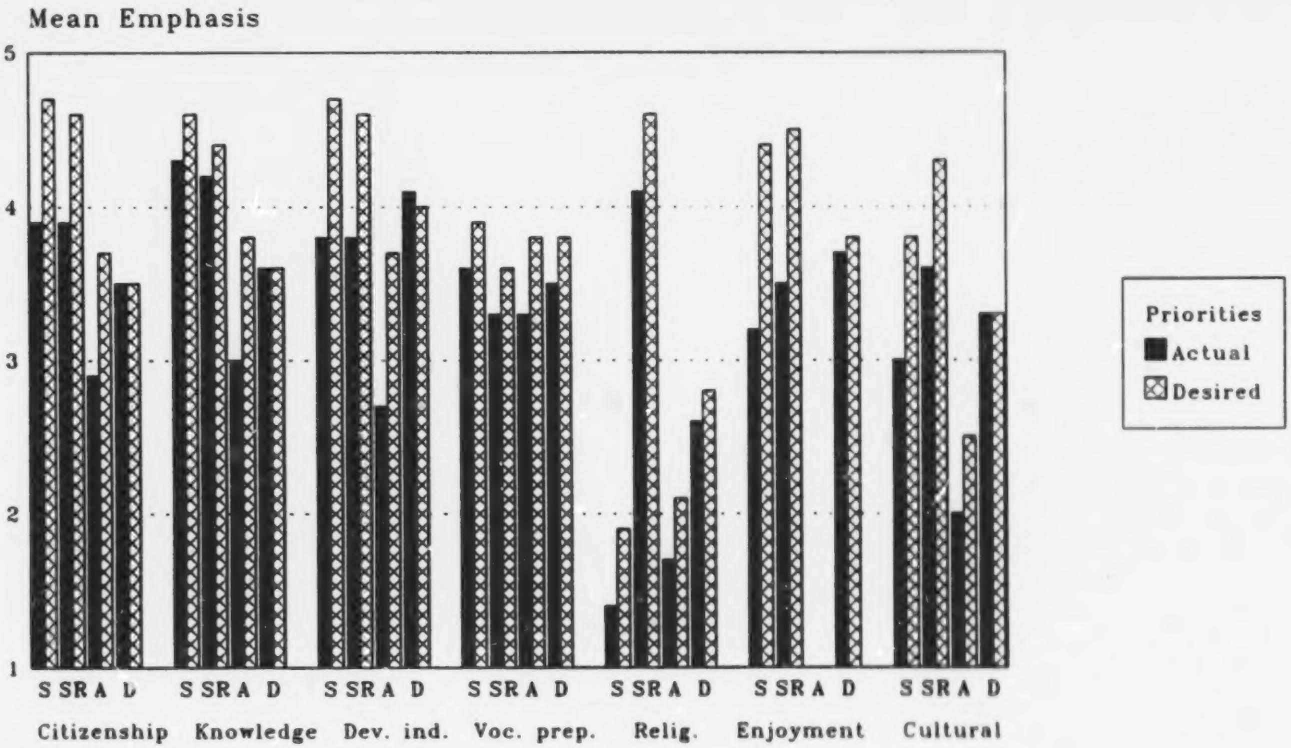
Key: S=State; SR=State Religious; A=Arab; D=Druse
1=no emphasis; 2=little emphasis; 3=moderate emphasis;
4=strong emphasis; 5=very strong emphasis

FIGURE 12.6
TEACHERS' REPORTS OF ACTUAL AND DESIRED EDUCATIONAL PRIORITIES BY SYSTEM - JUNIOR HIGH SCHOOL



Key: S=State; SR=State Religious; A=Arab; D=Druse
1=no emphasis; 2=little emphasis; 3=moderate emphasis;
4=strong emphasis; 5=very strong emphasis

FIGURE 12.7
TEACHERS' REPORTS OF ACTUAL AND DESIRED EDUCATIONAL PRIORITIES BY SYSTEM – SENIOR HIGH SCHOOL



Key: S=State; SR=State Religious; A=Arab; D=Druse
1=no emphasis; 2=little emphasis; 3=moderate emphasis;
4=strong emphasis; 5=very strong emphasis

Junior high school teachers from different systems differ in their degree of dissatisfaction with present goal emphases. Teachers in the State system show the greatest dissatisfaction. Their responses show large discrepancies in degree of emphasis for three goals: citizenship, developing individual abilities, and developing enjoyment of learning. The profile of differences between actual and desired school emphases for State Religious teachers is quite similar to that of the State system. However, the level of the discrepancies is lower. State Religious teachers reveal the most dissatisfaction with the present level of emphasis on the goal of developing enjoyment of learning. Arab teachers' responses show the lowest discrepancies among the systems between present and desired school goals. Unlike Jewish and Druse teachers, Arab teachers wish to decrease their schools' emphases on citizenship and religiosity. The profile of discrepancies between actual and desired school goals of Druse teachers differs from other systems. The most dissatisfaction is revealed in the degree of emphasis on developing individual abilities. Significant dissatisfaction, but of a lesser extent, is expressed regarding the goals of vocational preparation and enjoyment of learning.

On the high school level the average level of discrepancies between actual and desired goal emphasis is quite similar for Jewish and Arab sectors. Discrepancies are lower for the Druse sector. Differences in the profiles of the systems are also evident at this level. State and State Religious profiles are similar except for their orientation toward vocational preparation. They both show the greatest dissatisfaction with their schools' emphasis on enjoyment of learning and secondarily with the degree of emphasis on developing individual abilities. State teachers desire more emphasis on vocational preparation, whereas State Religious teachers desire somewhat less emphasis than presently given to vocational preparation. Arab teachers desire greater emphasis on developing individual abilities, good citizenship, and acquiring basic knowledge. Druse teachers' responses reveal greater satisfaction with school goal emphases than the other systems.

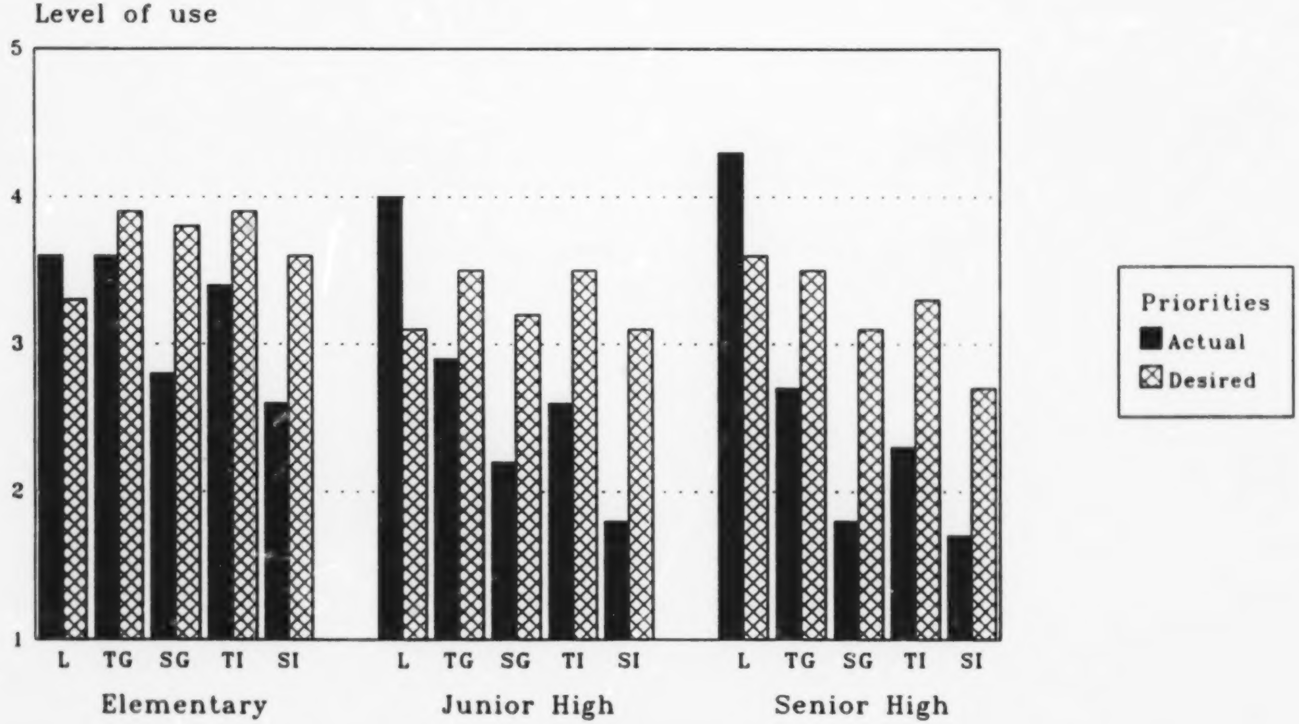
Teaching Methods

Teachers' reports of the actual use of five teaching methods in their schools as compared to their perception of the desired level of use of these practices are presented separately by system for elementary, junior high, and senior high schools in Figures 12.8, 12.9, 12.10, and 12.11. Two clear patterns are apparent in these figures. First, teachers would like the use of lecturing to decrease and the use of small group and individualized instruction to increase in their schools. Secondly, dissatisfaction with the extent of use of lecturing as an instructional method is higher on the secondary level where it is presently more prevalent than on the elementary level.

To assess the significance of these patterns and differences among systems, manova for repeated measures by system was performed separately for each school level. The findings (see Appendix Table A12.2) show significant differences between actual and desired teaching methods for all school levels. Those methods preferred are not those prevalent today in the system.

FIGURE 12.8
TEACHERS' REPORTS OF ACTUAL AND DESIRED USE OF TEACHING METHODS – STATE SYSTEM

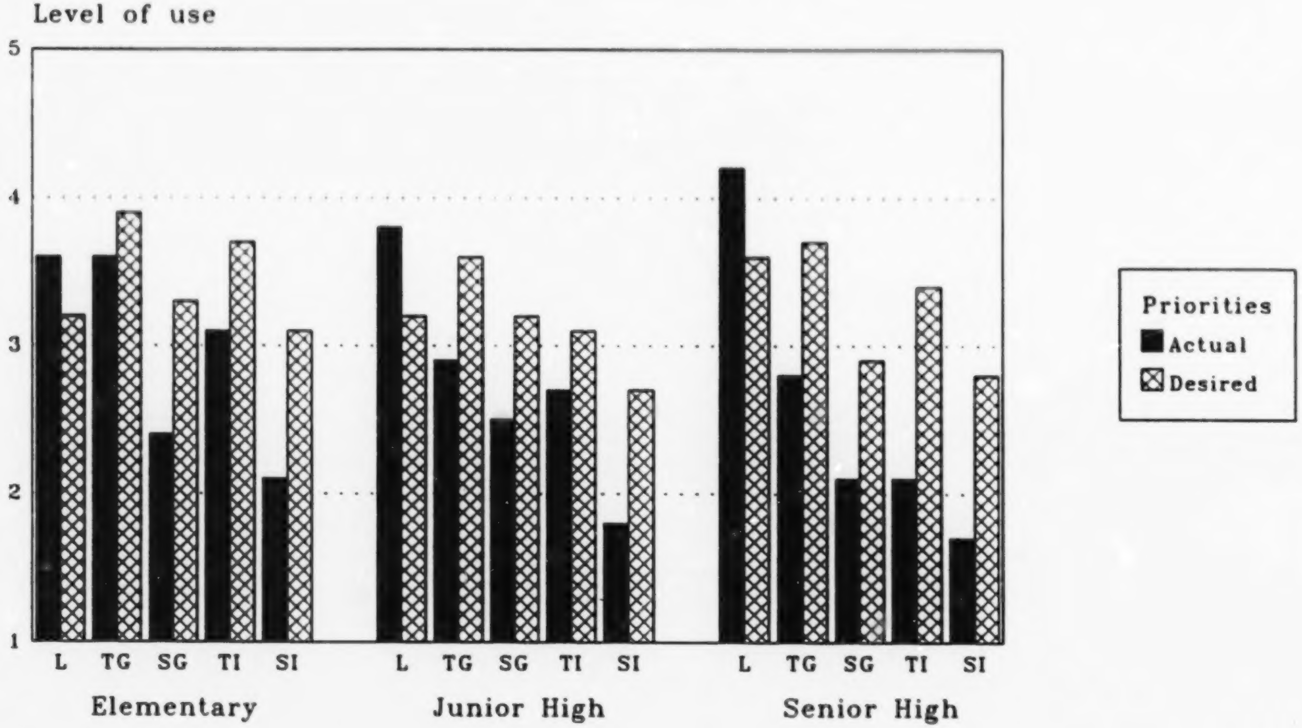
333



Key: 1=no use; 2=little; 3=moderate; 4=extensive; 5=very extensive.
L=teacher lecture; TG=teacher-led small group; SG=student-led group;
TI=teacher-led individual work; SI=student independent learning

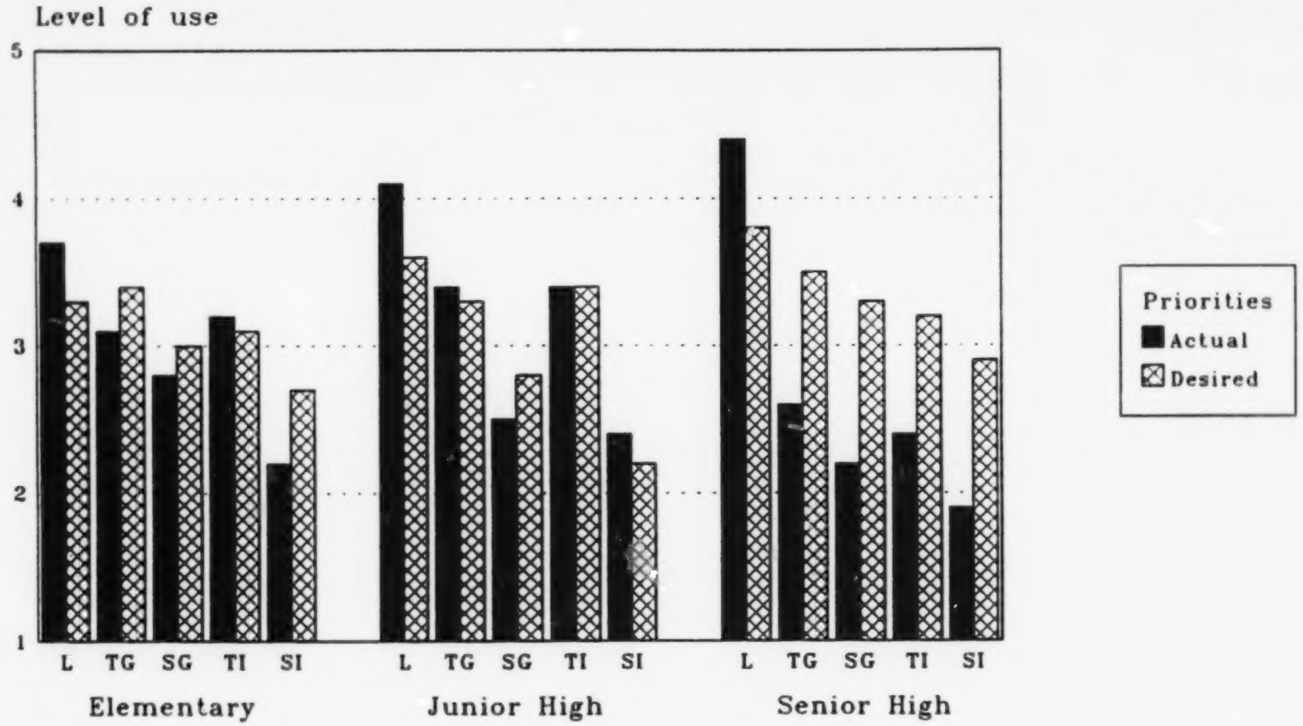
334

FIGURE 12.9
TEACHERS' REPORTS OF ACTUAL AND DESIRED USE OF TEACHING METHODS - STATE RELIGIOUS SYSTEM



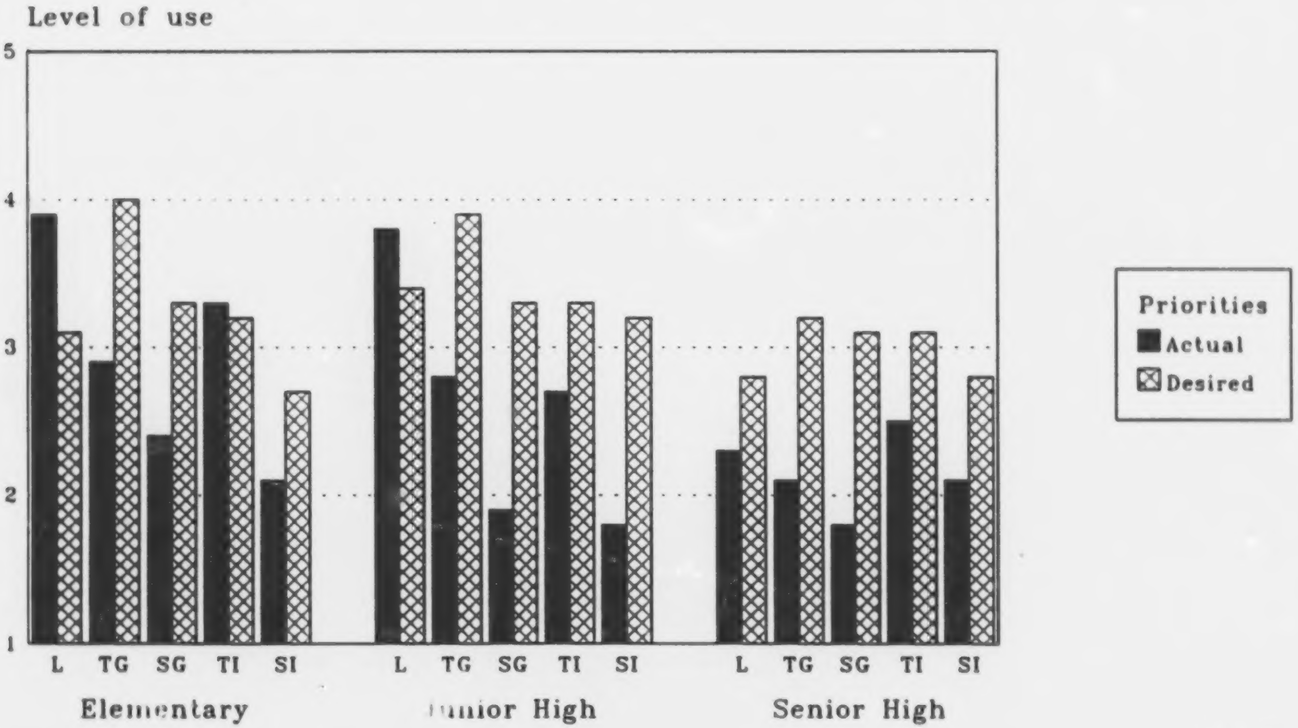
Key: 1=no use; 2=little; 3=moderate; 4=extensive; 5=very extensive
L=teacher lecture; TG=teacher-led small group; SG=student-led group;
TI=teacher-led individual work; SI=student independent learning

FIGURE 12.10
TEACHERS' REPORTS OF ACTUAL AND DESIRED USE OF TEACHING METHODS – ARAB SYSTEM



Key: 1=no use; 2=little; 3=moderate; 4=extensive; 5=very extensive
L=teacher lecture; TG=teacher-led small group; SG=student-led group;
TI=teacher-led individual work; SI=student independent learning

FIGURE 12.11
TEACHERS' REPORTS OF ACTUAL AND DESIRED USE OF TEACHING METHODS – DRUSE SYSTEM



Key: 1=no use; 2=little; 3=moderate; 4=extensive; 5=very extensive
L=teacher lecture; TG=teacher-led small group; SG=student-led group;
TI=teacher-led individual work; SI=student independent learning

The nature of the differences among the systems varies with school level. On the elementary level the present and desired teaching methods differ significantly among the systems and the gaps for different types of methods differ among systems as well. The discrepancies between desired and present use of pupil-led small group and individualized instruction are greater in Jewish schools than minority schools. Druse teachers express more dissatisfaction than teachers from other systems with the level of use of teacher-led small group instruction and use of lecturing in the elementary grades.

Junior high teachers in State and State Religious schools express more dissatisfaction with the level of use of lecturing and individualized instruction than their counterparts in Arab and Druse schools. In contrast, Druse teachers express more dissatisfaction with the level of use of small group instructional methods than teachers in other systems.

On the high school level Druse teachers differ from others in their desire for an increase in the use of lecturing, whereas teachers in all other systems wish to reduce lecturing in their schools.

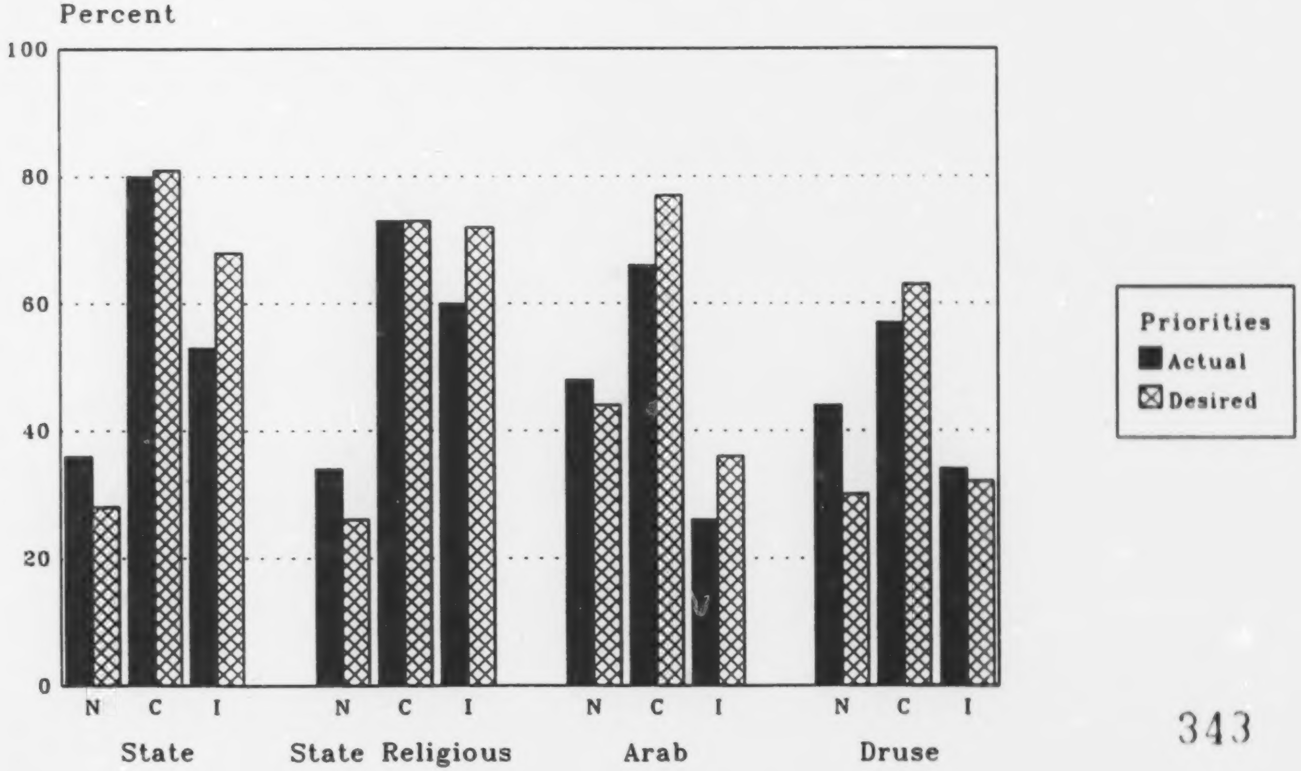
Evaluation Methods

Figure 12.12 presents teachers' reports for the criteria of evaluation presently being used in their schools as compared to the desired criteria by educational system. From these findings we see a limited desire to reduce the use of normative criteria and to increase the use of individual investment and progress as a criteria for evaluation. Manova with repeated measures by system for each school level was used to investigated the significance of these differences. The results of these analyses (see Appendix Table A12.3) show significant differences among systems, significant variation in the actual and desired use of the three criteria, significant variation in the degree of actual and desired use of different criteria among systems, and significant differences in discrepancies between actual and desired use of different criteria for each school level. Overall differences between the present and desired use of evaluation criteria were found to be significant only for elementary and junior high schools. Elementary and junior high school teachers from all systems desire to reduce the use of normative evaluation slightly and to increase the use of individual progress criteria for evaluation.

Actual versus Desired Classroom Environment

Results of manova by system with repeated measures shows significant differences between actual and desired classroom environment characteristics for all levels of schooling. The size of the discrepancies varies significantly among the classroom variables and among the systems.

FIGURE 12.12
PERCENT OF TEACHERS REPORTING ACTUAL AND DESIRED EVALUATION CRITERIA BY SYSTEM



343

342

Key: N=normative; C=criterion reference; I=individual progress

The overall pattern for all levels is an increased desire for a student-centered, inquiry-oriented, individualized, and more innovative classroom, and a decrease in characteristics of the traditional teacher-centered classroom environment. Teachers from different systems differ in the degree to which they wish an increase in the progressive characteristics of the class environment and a decrease in its traditional characteristics. On the whole, the desire for student-centered classes is greater in the Jewish sector than in the Arab or Druse sectors. However, individualization of instruction is desired greatly by Jewish and minority teachers alike.

Summary

Our findings indicate that throughout the education system teachers are dissatisfied with the present school curriculum and desire significant changes in educational priorities, teaching methods, classroom environment, and evaluation methods. On the whole, teachers would like to shift educational priorities from giving exclusive top priority to acquiring basic knowledge and skills and much less emphasis on other goals such as good citizenship, developing individual abilities, and enjoyment of learning, to giving highest priority to developing individual abilities alongside acquiring knowledge and skills, and heightening the emphasis on good citizenship and the enjoyment of learning. Pedagogically, teachers want to move away from routinized teacher-centered teaching to more student-centered, inquiry learning. The methods desired match the desire to emphasize developing the individual.

This chapter also compared teachers' views of the desired school curriculum with their reports of the characteristics of the actual curriculum in their schools. The discrepancies between actual and desired states reflect the degree of dissatisfaction with the status quo. Significant differences in the degree of dissatisfaction and desire for change among systems were found for educational priorities, teaching methods, and characteristics of the classroom environment. Jewish and Druse teachers expressed greater dissatisfaction with these aspects of the present school curriculum than Arab teachers. However, the nature of the dissatisfaction of teachers from different systems and school levels differs with regard to these elements of school curriculum.

Chapter 13

Pupils' Views of the Desired School Curriculum

Pupils' views of the desired school curriculum develop in response to their experiences in school and in response to information or images of schooling that are absorbed from parents, siblings, friends, and the mass media. By the sixth grade, pupils have had seven years of schooling in the same or different settings. Therefore, sixth graders as well as pupils in higher grades in our study would be expected to have formulated opinions about the way that they would like school to be.

This study investigated pupils' views about educational priorities that should be emphasized in their schools, the characteristics of their preferred classroom environment, and, in the case of pupils in eighth and eleventh grades, the subjects in the curriculum that should be emphasized the most in their schools. In this chapter we examine and compare the views of pupils from different educational systems, school levels, and different types of elementary, junior and senior high schools.

Desired Educational Priorities

Pupils were asked to choose the school goal that should be most emphasized by their school from a list of seven school goals. Tables 13.1, 13.2, and 13.3 present the distribution of pupils' responses to this question by system separately for each of the grades.

More variance is apparent in the distribution of pupils' responses to this question than in the distribution of pupils' responses to the question of the presently most emphasized school goals. The distribution of choices differs among grade levels. More commonality is found in the choices of eleventh graders than pupils in lower grades. The goals with the highest or second highest percentage of choices differ in each grade level. In the sixth grade the most desired school goals are acquiring basic knowledge and skills and developing individual abilities. In the eighth grade the most desired goals are vocational preparation and acquiring basic knowledge, whereas in the eleventh grade the most desired school goals are developing individual abilities and vocational preparation.

TABLE 13.1

MOST DESIRED EDUCATIONAL PRIORITY OF 6TH GRADERS BY SYSTEM

Goals	System				
	State	State Religious	Arab	Druse	Total
Citizenship: - n	318	74	37	10	439
- %	19.9	12.0	9.3	11.1	16.2
Knowledge: - n	340	89	145	42	616
- %	21.2	14.5	36.3	46.7	22.8
Develop individual: - n	383	126	89	18	616
- %	23.9	20.5	22.3	20.0	22.8
Vocational prep.: - n	331	142	53	8	534
- %	20.7	23.1	13.3	8.9	19.7
Religiosity: - n	7	81	22	2	112
- %	0.4	13.2	5.5	2.2	4.1
Enjoyment: - n	202	95	34	8	339
- %	12.7	15.4	8.5	8.9	12.5
Cultural: - n	19	9	19	2	49
- %	1.2	1.5	4.8	2.2	1.8
Total: - n	1601	616	399	90	2706
- %	59.2	22.8	14.8	3.3	100.0

Note: $\chi^2 = 339.51$ Df = 21 $p < .001$

TABLE 13.2

MOST DESIRED EDUCATIONAL PRIORITY OF 8TH GRADERS BY SYSTEM

	System				
Goals	State	State Religious	Arab	Druse	Total
Citizenship: - n	178	54	12	15	259
- %	19.6	11.0	5.7	11.5	14.9
Knowledge: - n	220	104	25	15	364
- %	24.2	21.2	11.9	11.5	20.9
Develop individual: - n	179	80	50	22	331
- %	19.7	16.3	23.8	16.9	19.0
Vocational prep.: - n	235	124	47	27	433
- %	25.9	25.3	22.4	20.8	24.9
Religiosity: - n	9	98	20	11	138
- %	1.0	20	9.5	8.5	7.9
Enjoyment: - n	82	27	33	18	160
- %	9.0	5.5	15.7	13.9	9.2
Cultural: - n	6	3	23	22	54
- %	0.7	0.6	11.0	16.9	3.1
Total: - n	909	490	210	130	1739
- %	52.3	28.2	12.1	7.5	100.0

Note: $\chi^2 = 370.98$ Df = 18 P < .001

TABLE 13.3

MOST DESIRED EDUCATIONAL PRIORITY OF 11TH GRADERS BY SYSTEM

	System				
Goals	State	State Religious	Arab	Druse	Total
Citizenship: - n	217	74	27	8	326
- %	15.0	11.6	5.2	8.3	12.1
Knowledge: - n	128	55	42	10	235
- %	8.8	8.6	8.1	10.4	8.7
Develop individual: - n	453	175	169	23	820
- %	31.2	27.5	32.4	24.0	30.3
Vocational prep.: - n	422	140	117	30	709
- %	29.1	22.0	22.5	31.3	26.2
Religiosity: - n	11	106	50	8	175
- %	0.8	16.6	9.6	8.3	6.5
Enjoyment: - n	208	77	40	7	332
- %	14.3	12.1	7.7	7.3	12.3
Cultural: - n	11	10	76	10	107
- %	0.8	1.6	14.6	10.4	4.0
Total: - n	1450	637	521	96	2704
- %	53.6	23.6	19.3	3.6	100.0

Note: $\chi^2 = 454.11$ Df = 18 $P < .001$

Chi square tests for each grade level are significant, indicating differences in the distribution of pupils' choices among goals in the different systems. In the sixth grade, one notable pattern is the larger variance in response in the Jewish sector as compared to the minority sector. Within the Jewish sector variance is greater in the State Religious system than in the State system. In both Arab and Druse schools the majority of pupils would like their schools to emphasize the goals of acquiring basic knowledge and skills and developing individual abilities. In the State system a fifth of the pupils chose each of four goals: good citizenship, acquiring knowledge and skills, developing individual abilities, and vocational preparation. In the State Religious system slightly less than a quarter of the pupils chose vocational preparation, a fifth chose developing individual abilities, and about 15 percent chose acquiring knowledge and skills and developing self-expression and enjoyment of learning. Interestingly, only 13 percent of pupils in State Religious schools chose development of religiosity as the goal that schools should emphasize the most.

Different profiles of pupils' choices of preferred school goals are also apparent in the eighth grade. Here more variance is apparent in the choice patterns of minority pupils. The main commonality across systems is the choice of vocational preparation by a fifth to a quarter of the pupils as the goal that schools should emphasize the most. Pupils in the State system are distinguished by their greater desire for emphasis on good citizenship and their lack of desire for emphasis on religiosity. In contrast, pupils in the State Religious schools chose the goal of developing religiosity more than pupils from other systems. However, only one-fifth of the pupils chose developing religiosity as the goal that should be emphasized the most. More pupils in this system would like their schools to emphasize vocational preparation and acquiring knowledge as the top educational priorities. In the Arab sector about a quarter of the pupils chose either developing individual abilities or vocational preparation as the goal that should be most emphasized. These were the goals receiving the most choice in the Druse school as well, but by a smaller percentage of pupils. Differences in the choice patterns of Jewish and minority pupils are particularly evident with regard to three goals: acquiring knowledge and skills, developing self-expression and enjoyment, and transmission of cultural heritage. Pupils in Arab and Druse schools chose the goal of acquiring basic knowledge and skills half as much as Jewish pupils and chose the goal of developing self-expression and enjoyment twice as much as their Jewish counterparts. In addition, the goal of transmission of culture (ideology) was chosen significantly more by these pupils than Jewish pupils.

Although significant differences among choice patterns of pupils from different systems are also apparent in the eleventh grade, there are more commonalities among their choices. Between 20 and 30 percent of the pupils in each system chose either the goals of developing individual abilities or vocational preparation as the goal that should be most emphasized. In addition, only a minority (about 10 percent) chose acquiring knowledge and skills as the most desired goal. However, differences among systems are evident in the relative percentage of choices given the four other goals. Pupils in State schools chose developing self-expression and enjoyment more than pupils in other systems and religiosity the least as compared to other systems. The pupils in State Religious schools chose religiosity more than other systems. However, consistent with findings in the lower grades, only a small minority of pupils in this system desire the emphasis of religiosity. Arab pupils chose good citizenship the least as compared to other systems and transmission of culture (ideology) more than other systems.

In order to describe more accurately desired goal emphases of pupils in State and State Religious systems, eighth and eleventh graders were asked to specify the degree of emphasis that should be placed on each of the seven goals on a five-point Likert scale. Figure 13.1 shows the eighth and eleventh grade profiles of the desired degree of emphasis of school goals by system.

Significant differences in the desired degree of emphasis between pupils in the State and State Religious systems were found for good citizenship, vocational preparation, religiosity, developing enjoyment of learning, and transmission of culture in the eighth grade. In the eleventh grade significant differences were found for all goals except vocational preparation. State Religious system pupils expressed a desire for a greater emphasis on all of these goals than pupils in State schools. In summary, in both the eighth and eleventh grades, differences in the preferences of pupils in the State and State Religious systems are greatest for the goals of religiosity, enjoyment of learning, and transmission of cultural heritage.

A Comparison of Pupils' Perceptions of Actual and Preferred Educational Priorities

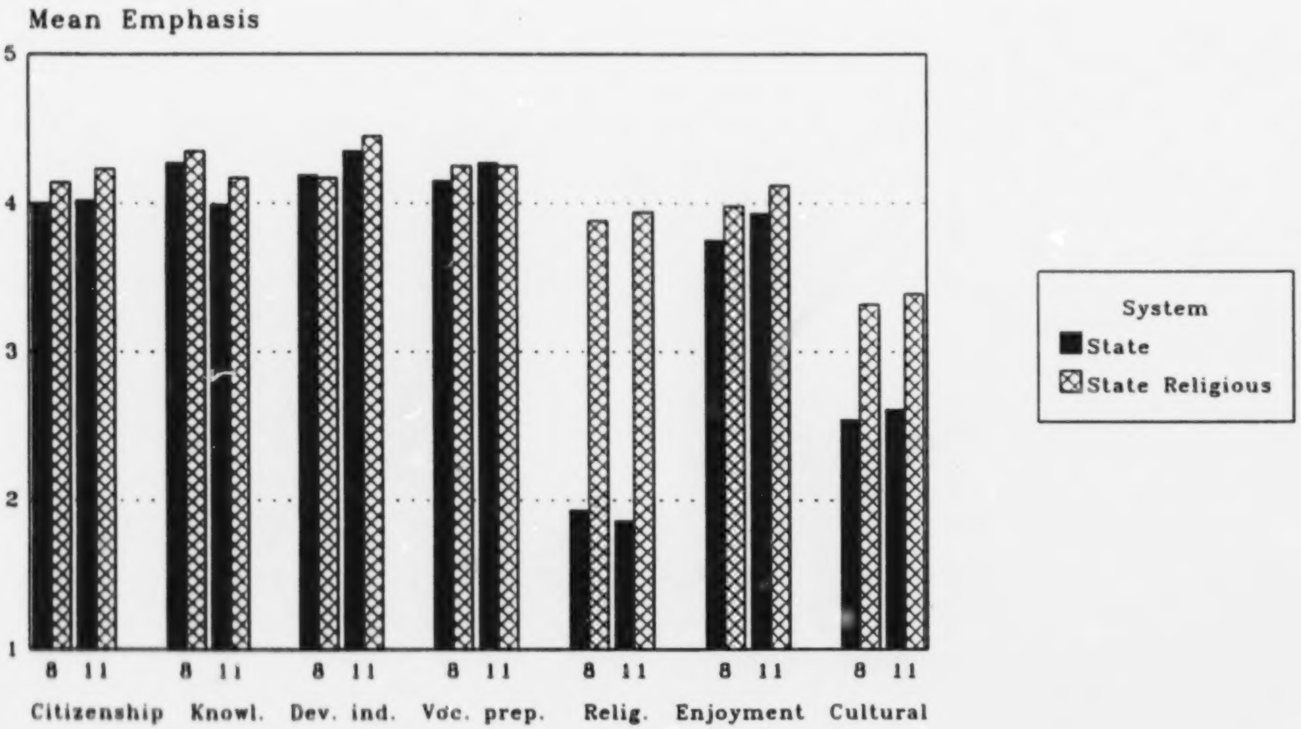
Students' perceptions of actual goal emphases were compared to the desired goal emphases for each grade level and for each system within each grade level. Chi square tests show significant differences for all comparisons. Pupils in each grade level and in all systems voiced desires for educational priorities that differ significantly from their perception of the goals presently most emphasized in their schools.

Figures 13.2, 13.3, and 13.4 show the distribution of actual as opposed to desired choices of goal emphases for each system and grade level. We will highlight the main differences that appear in these comparisons.

Sixth graders in State schools primarily desire to reduce their school's emphasis on the goal of acquiring basic knowledge and skills, and increase its emphasis on developing individual abilities, vocational preparation, and good citizenship. Sixth graders in State Religious schools wish to reduce their school's emphases on acquiring basic knowledge and skills and developing religiosity, and increase emphases on developing individual abilities, good citizenship, and enjoyment of learning. Arab pupils voice a desire for a slightly reduced emphasis on acquiring basic knowledge and a slightly increased emphasis on vocational preparation and religiosity. Druse pupils also wish to reduce the emphasis on the basics and increase the emphasis on good citizenship and developing individual abilities. From this analysis it is apparent that sixth graders desire more balanced multiple goal emphases and less focus on the basics as the central goal of schooling.

351

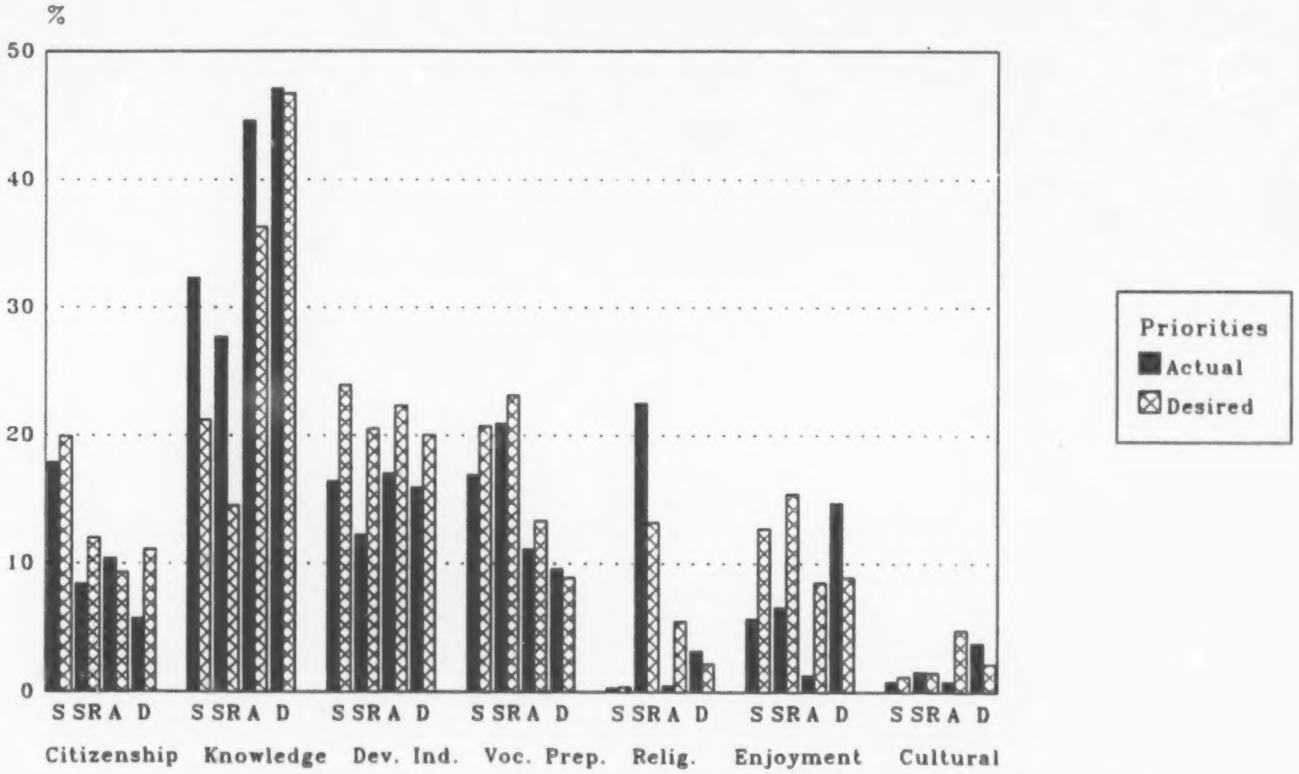
FIGURE 13.1
DESIRED EDUCATIONAL PRIORITIES OF 8TH AND 11TH GRADERS IN STATE AND STATE RELIGIOUS SYSTEMS



Key: 8=Grade 8; 11=Grade 11
1=no emphasis; 2=little emphasis; 3=moderate emphasis;
4=strong emphasis; 5=very strong emphasis

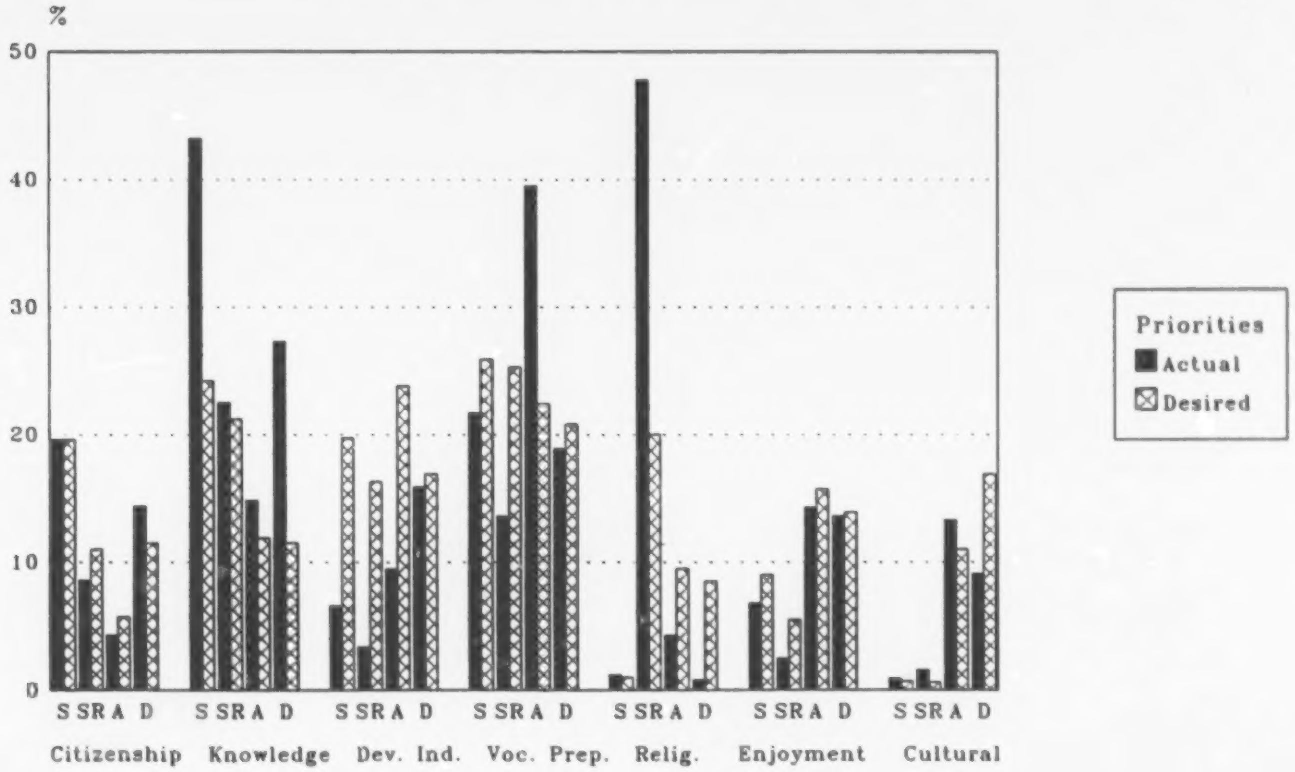
352

FIGURE 13.2
ACTUAL AND DESIRED MOST EMPHASIZED SCHOOL GOAL OF 6TH GRADERS BY SYSTEM



Key: S=State; SR=State Religious; A=Arab; D=Druse

FIGURE 13.3
ACTUAL AND DESIRED MOST EMPHASIZED SCHOOL GOAL OF 8TH GRADERS BY SYSTEM

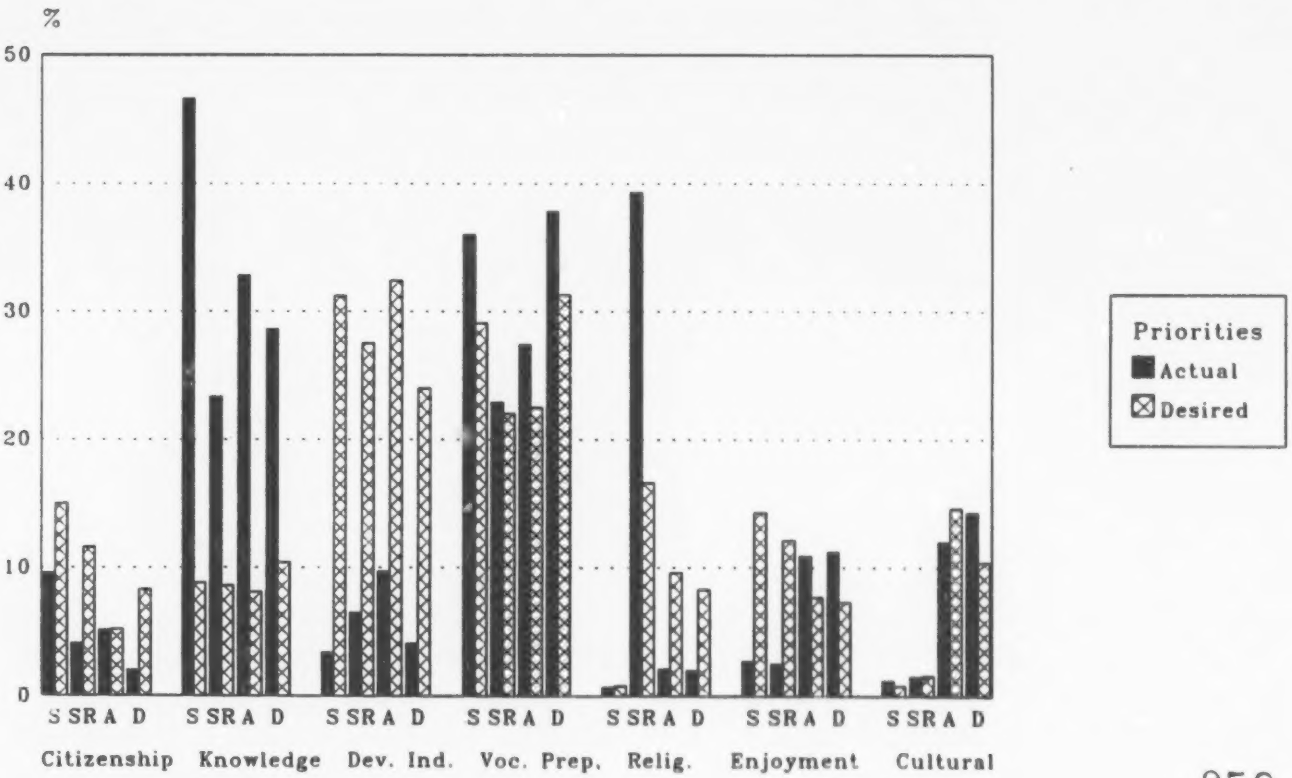


Key: S=State; SR=State Religious; A=Arab; D=Druse

355

356

FIGURE 13.4
ACTUAL AND DESIRED MOST EMPHASIZED SCHOOL GOAL OF 11TH GRADERS BY SYSTEM



Key: S=State; SR=State Religious; A=Arab; D=Druse

Pupils in the State schools in both the eighth and eleventh grades have similar patterns of responses. In both cases pupils desire to reduce the emphasis on acquiring knowledge and increase the emphasis on developing individual abilities. In addition, eleventh graders in the State system desire to reduce their schools' emphasis on vocational preparation and increase its emphasis on good citizenship and the enjoyment of learning. Eighth and eleventh graders in State Religious schools show a different pattern of desired change. They would like to reduce significantly their school's emphasis on developing religiosity and increase its emphasis on developing individual abilities, vocational preparation, and good citizenship. In the Arab sector the shift in the eighth and eleventh grade is also to more emphasis on developing individual abilities and reducing slightly the emphasis on acquiring knowledge and vocational preparation. Pupils in the Druse sector also desire to reduce the singular emphasis on knowledge and increase emphases on other goals such as developing individual abilities, religiosity, and transmission of culture.

Manova analysis of variance by system for repeated measures was used to assess the significant sources of variance for each grade. In both grade levels significant effects were found for system, type goal, time, and two-way and three-way interaction effects (see Appendix Table A13.1). In the eighth grade pupils in both systems desire significantly greater emphasis on developing individual abilities, vocational preparation and enjoyment of learning. Interaction effects show differences in desired versus actual degree of emphasis of religiosity for the two systems. State Religious pupils desire significantly reduced emphasis on religiosity, whereas State system pupils desire slightly more emphasis on religiosity. In the eleventh grade pupils in both systems desire significantly greater emphasis on the development of individual abilities, citizenship, and vocational preparation. Differences between the systems in the direction of preferred change are found for three goals: acquiring basic knowledge and skills, religiosity, and developing enjoyment of learning. Pupils in State schools would like to decrease the emphasis on acquiring knowledge, whereas pupils in State Religious schools wish increased emphasis of this goal. In contrast, pupils in State Religious schools wish to decrease the emphasis on religiosity and State pupils wish to increase the emphasis on this goal. In addition, pupils in State Religious high schools desire a major increase in emphasis on enjoyment of learning, whereas pupils in State schools desire much less of an increase in emphasis on this goal.

Characteristics of the Preferred Classroom Environment

Pupils were asked to specify the characteristics of their preferred classroom environment. The same factors as those found for the actual classroom environment are used for comparison purposes to analyze pupils' desired classroom environment. Analysis of variance by system was performed on each of the factors for each grade level. For the sixth grade significant differences between the systems were found for all four dimensions of class environment: openness, competition, differentiation among pupils, and teacher control. The general pattern of these differences revealed by Duncan tests shows that pupils in the Jewish systems desire significantly more openness and differentiation among pupils, and significantly less competitiveness and teacher control than minority pupils.

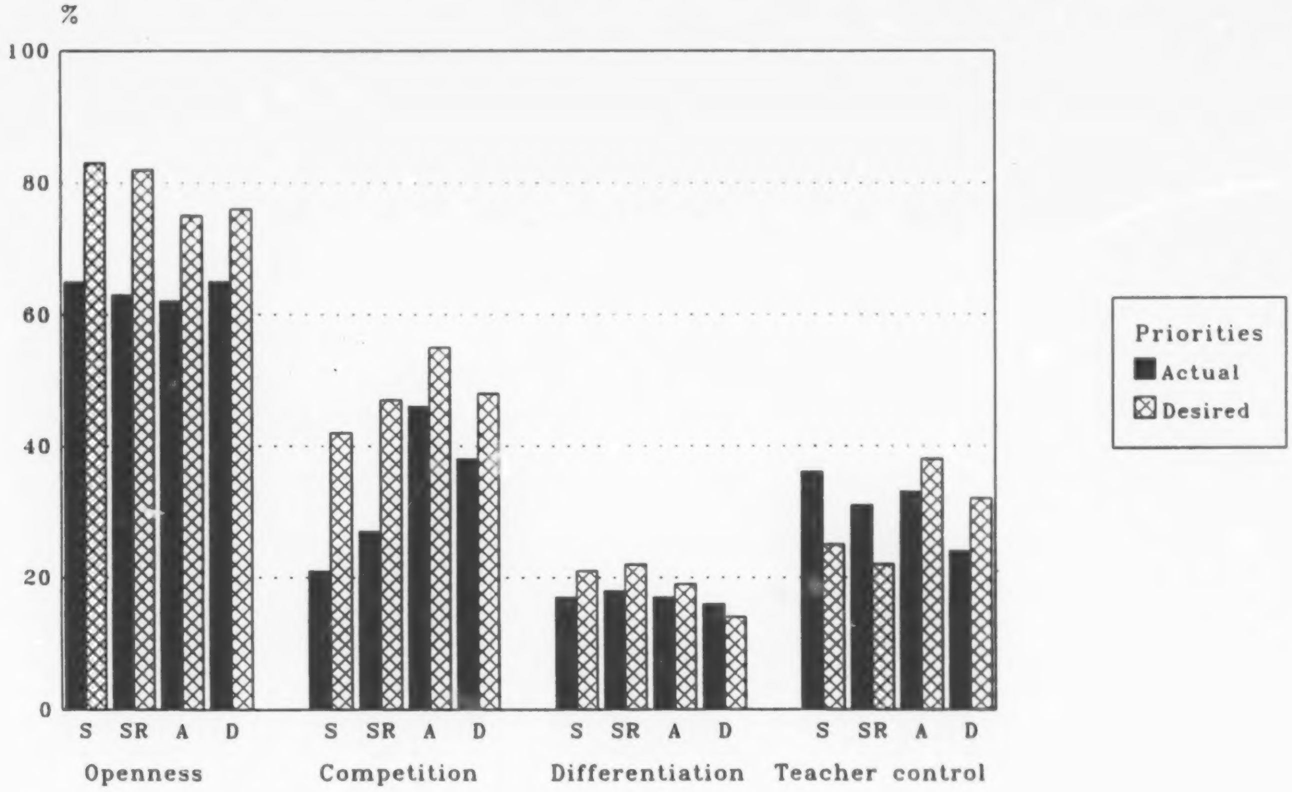
For the eighth grade, significant differences were found among systems on four out of five dimensions of class environment: positive class climate, academic competition, traditional teaching, and teacher control. Pupils in all systems desire more frequent autonomous inquiry learning in the classroom. Differences among the systems are similar to those found in the sixth grade. Jewish sector pupils desire more personalization and participation in the classroom environment than minority sector pupils and less teacher control and academic competition. Arab pupils desire more traditional teaching practices than pupils in other systems.

The preferences of eleventh graders in different systems differ on all dimensions of the classroom environment except for traditional teaching practices. Pupils in all systems desire limited use of traditional teaching practices. The pattern of differences in the eleventh grade among systems differs from lower grade levels. Arab pupils desire a significantly more positive class climate and academically competitive environment than pupils in other systems. Arab pupils also prefer more autonomous inquiry learning than other pupils, whereas pupils in State high schools desire less autonomous inquiry learning than pupils in the other systems. Druse pupils would like more and Jewish pupils less teacher control than other systems.

To assess the differences between pupils' perceptions of actual and desired class environment, manova by system with repeated measures was performed for each grade level. Results for the sixth grade (see Appendix Table A13.2) show significant sources of variance for system, type goal, and time, and significant interaction effects of type goal by time and three-way interaction of type goal, time, and system. Figure 13.5 shows the average pupil score for actual and desired class environment factors by system for sixth graders. Pupils in all systems voiced a desire for increased openness and competition in the class environment. However, differences among systems are found in the discrepancies between actual and preferred extent of differentiation among pupils and teacher control in the classroom. Arab pupils desire an increase differentiation among pupils, whereas Druse pupils would like a decrease in differentiation. Jewish pupils prefer a decrease in teacher control, whereas minority pupils desire an increase in teacher control.

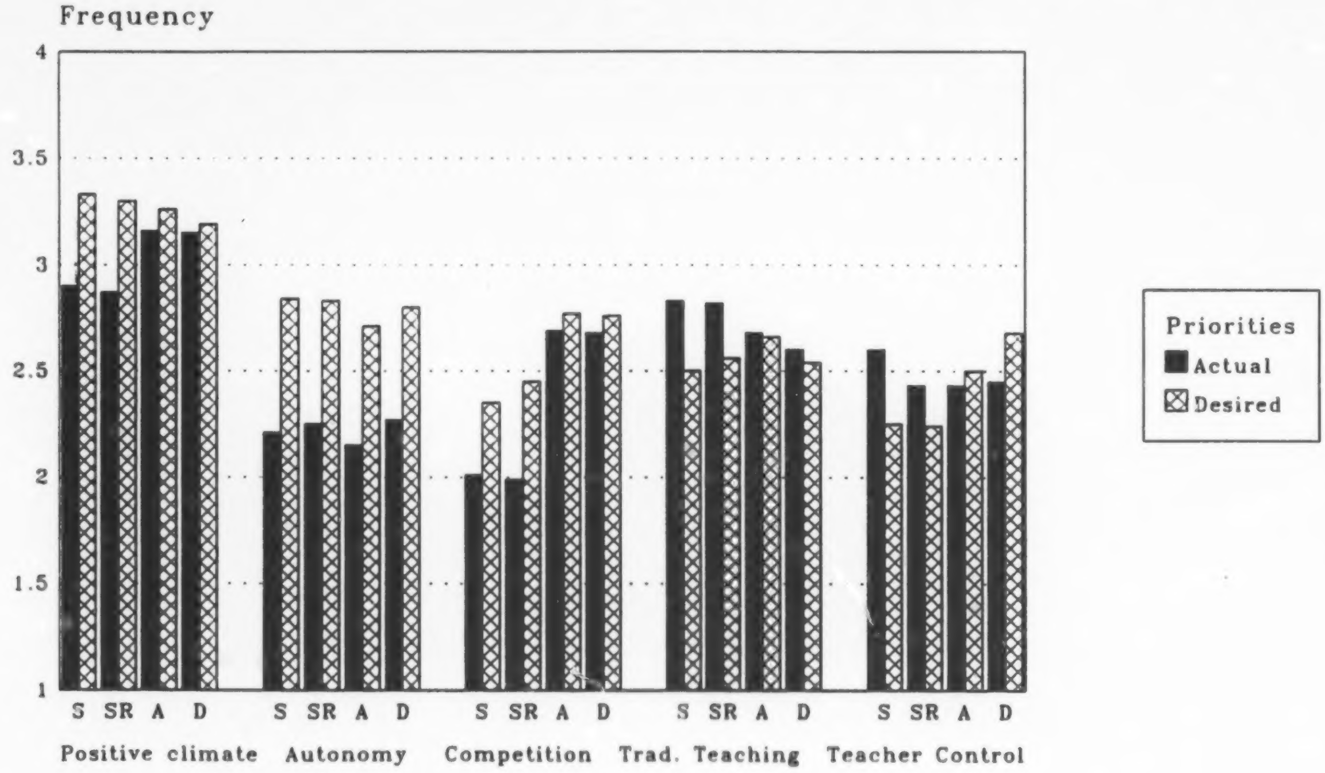
Figure 13.6 presents the profiles of eighth grade pupils' actual and desired classroom environments for the four systems. Manova for repeated measures by system found significant variations for system, time, dimensions of classroom environment, and significant interactions between time and system, system and dimension, time and dimension, and a three-way interaction of time by system by dimension (see Appendix Table A13.2). These findings indicate that the actual and preferred classroom environments differ in the eyes of eighth graders from different systems. There is a significant discrepancy between pupils' views of their present classroom environment and their desired classroom environment. In other words, pupils are generally dissatisfied with the nature of their classroom environment. However, greater divergence between actual and desired classroom environment scores are found on two dimensions, positive class climate and academic competition, than on other dimensions of the classroom environment. Pupils from different systems differ in the degree of expressed dissatis-

FIGURE 13.5
ACTUAL AND DESIRED CLASSROOM ENVIRONMENT OF 6TH GRADERS BY SYSTEM



Key: S=State; SR=State Religious; A=Arab; D=Druse

FIGURE 13.6
ACTUAL AND DESIRED CLASSROOM ENVIRONMENT OF 8TH GRADERS BY SYSTEM



Key: S=State; SR=State Religious; A=Arab; D=Druse
1=never; 2=infrequent; 3=frequent; 4=always

faction with three dimensions of the classroom environment: class climate, traditional teaching, and teacher control. Jewish pupils desire more personalization and participation than minority students. They would like to reduce the use of traditional teaching practices more than minority pupils. Jewish pupils desire less teacher control than is presently practiced, whereas minority pupils desire more teacher control than is presently practiced.

Figure 13.7 presents the eleventh graders' views of actual and preferred classroom environment characteristics by system. Findings for manova for repeated measures by system show that all sources of variance are significant. Pupils' perceptions of their present classroom environment differ significantly from their views of the preferred classroom environment. Eleventh graders from different systems have significantly different views of actual and desired classroom environments. Differences between actual and desired practices are greatest for three dimension: class climate, academic competition, and autonomous inquiry learning. In addition, the degree of discrepancy between actual and preferred on different dimensions of the classroom environment varies among the systems. Jewish and Arab pupils desire a greater increase in positive class climate and academic competition than Druse pupils. Minority pupils would like the frequency of use of traditional teaching practices to be reduced and the frequency of autonomous inquiry learning to be increased, whereas Jewish pupils on the average do not desire any change in the nature of these dimensions.

The difference between desired and actual classroom environment scores may be conceived of as a deprivation score. In all grade levels Jewish pupils indicate deprivation in the degree of positive class climate and a parallel feeling of a surfeit of teacher control in the classroom. On the secondary level pupils in all systems indicate great deprivation of autonomous inquiry learning in the classroom.

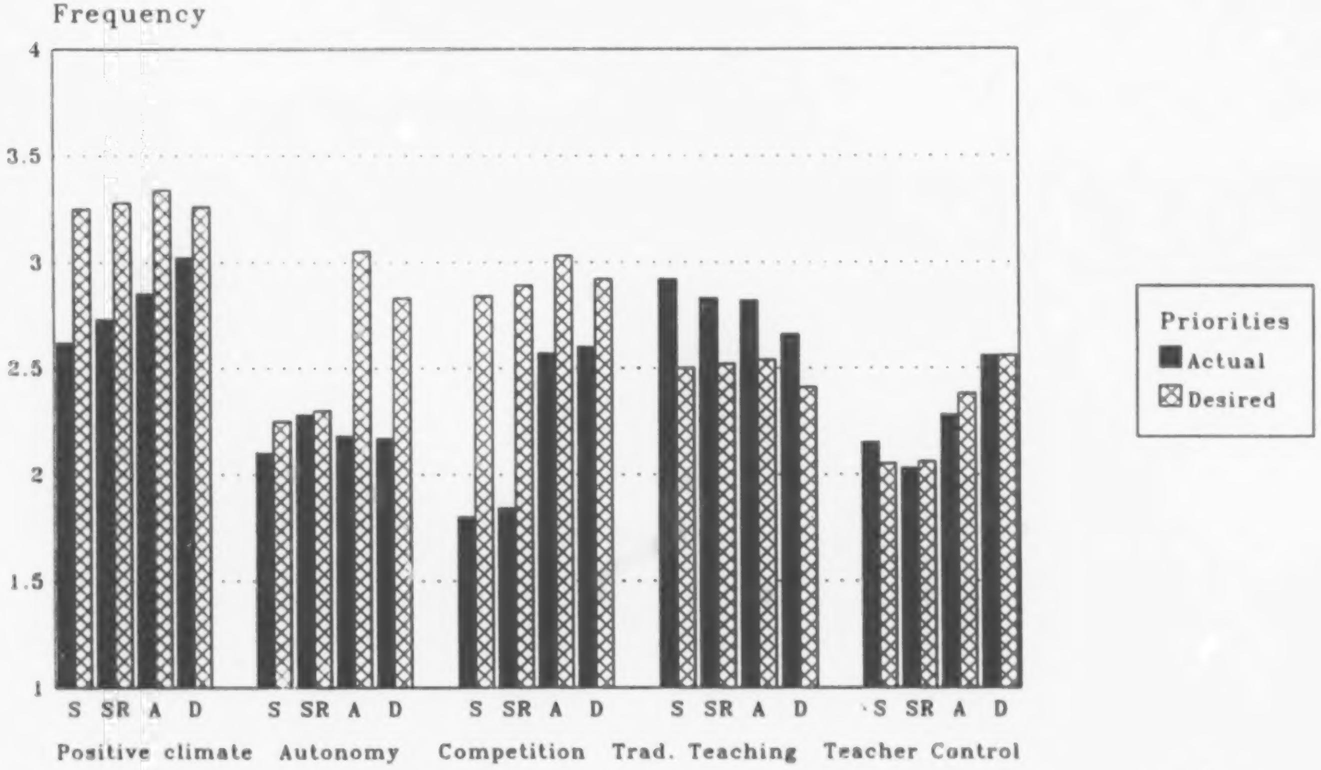
Pupils' Views of the Preferred Curriculum Content

Pupils in the eighth and eleventh grades were asked, "What are the three most important subjects in the curriculum in your eyes?" Student responses were classified into fourteen subject fields. Tables 13.4 and 13.5 present the distribution and rank ordering of pupils' choices of subject fields by educational system separately for the eighth and eleventh grades.

Chi square tests show significant differences in the responses of pupils from different educational systems. However, the rank orderings of percent of choice per subject field is similar for highest and lowest ranks. Mathematics and foreign languages are chosen by pupils in all systems as the most important subjects in their eyes. Philosophy and special curricula receive the fewest choices and are the least important in pupils' eyes.

The rank order of choices of other subjects differs between the grade levels. Choices of pupils in the eleventh grade vary more than those of pupils in the eighth grade. In the eighth grade, Hebrew is viewed as the second most important subject in all systems except the Druse system where pupils rank it as equal in importance to foreign language and mathematics. The sciences are the field next most chosen in the eighth grade. In all except the Druse system it is

FIGURE 13.7
ACTUAL AND DESIRED CLASSROOM ENVIRONMENT OF 11TH GRADERS BY SYSTEM



Key: S=State; SR=State Religious; A=Arab; D=Druse
1=never; 2=infrequent; 3=frequent; 4=always

TABLE 13.4

DISTRIBUTION AND RANK ORDER OF 8TH GRADERS' CHOICE OF SUBJECTS THAT SHOULD BE EMPHASIZED BY SYSTEM

	System														
	State			State Religious			Arab			Druse			Total		
	N	%	R	N	%	R	N	%	R	N	%	R	N	%	R
Mathematics	966	31	1	525	30	1	137	21	1	100	26	1	1728	30	1
Foreign lang.	960	31	1	492	28	1	131	21	1	98	25	1	1681	29	1
Arabic	93	3		8	0.5		93	15	2	40	10	2	234	4	
Hebrew lit.	405	13	2	232	13	2	103	16	2	98	25	1	838	14	2
Jewish studies	82	3		216	12	2	2	0.3		0	0		300	5	4
Social studies	167	5	4	57	3		38	6	4	25	6	3	287	5	4
Sport/Phys. ed.	64	2		37	2		5	0.8		1	0.3		107	2	
World religions	0	0		0	0		18	3		7	2		25	0.4	
Sciences	279	9	3	98	6	3	77	12	3	15	4		469	8	3
Technology	21	0.7		46	3		14	2		4	1		85	1	
Arts & music	27	0.9		6	0.4		8	1		6	0.3		42	0.7	
Voc. training	8	0.3		4	0.2		12	2		1	0.3		25	0.4	
Spec. programs	19	0.6		10	0.6		0	0		0	0		29	0.5	
Philosophy	2	0.1		1	0.1		0	0		0	0		3	0.1	

Note: R = Rank
$\chi^2=902.6$ Df=45 $p<.0001$

ranked the third most important subject field. In the eleventh grade Hebrew and social studies are chosen as the second most important subject fields. The sciences are chosen by eleventh graders as the next most important field.

Differences in the views of pupils from different systems are apparent regarding the importance of Arabic, Bible and Jewish studies, social studies, sports and physical education,

TABLE 13.5

DISTRIBUTION AND RANK ORDER OF 11TH GRADERS' CHOICE OF SUBJECTS THAT SHOULD BE EMPHASIZED BY SYSTEM

	System														
	State			State Religious			Arab			Druse			Total		
	N	%	R	N	%	R	N	%	R	N	%	R	N	%	R
Mathematics	1222	26	1	564	27	1	285	18	1	62	21	1	2133	25	1
Foreign lang.	1184	25	1	524	25	1	310	20	1	62	21	1	2080	24	1
Arabic	79	2		19	0.9		220	14	3	28	9		346	4	
Hebrew lit.	432	9	3	161	8	3	216	14	3	43	14	2	852	10	2
Jewish studies	94	2		243	12	2	2	0.1		0	0		339	4	
Social studies	495	11	2	165	8	3	257	16	2	32	11	3	949	11	2
Sport/Phys. ed.	79	2		25	1		37	2		2	0.7		143	2	
World religions	11	0.2		0	0		33	2		8	3		52	0.6	
Sciences	436	9	3	236	11	2	158	10	4	23	8	4	853	10	2
Technology	137	3		47	2		12	0.8		14	5		210	2	
Arts & music	126	3		25	1		4	0.3		1	0.3		156	2	
Voc. training	302	6		61	3		23	1		23	8		409	5	
Spec. programs	47	1		1	0.1		14	0.9		0	0		62	0.7	
Philosophy	10	0.2		0	0		2	0.1		0	0		12	0.1	

Note: R = Rank
$\chi^2 = 1422.2$ Df=42 $p < .0001$

and technology in both grade levels. Arab and Druse pupils regard Arabic as an important subject, whereas Jewish pupils do not. In the eighth grade in the Arab and Druse schools Arabic is ranked second in importance. However, in the eleventh grade fewer Druse and Arab pupils view Arabic as an important subject and particularly in the Druse system its rank drops to fourth. Bible and Jewish studies is chosen as an important subject primarily by pupils in the State Religious system. In this system it is rated as second in importance to mathematics and foreign language. Pupils in State, Arab and Druse schools view social studies as more important than pupils in State Religious schools. In the eighth grade sports and physical education are chosen as important subjects primarily by pupils in State and State Religious schools. In the eleventh grade State and Arab pupils chose this field more than Druse and State Religious pupils. Technology is viewed as more important by pupils in State Religious and Arab schools than pupils in other systems in the eighth grade, whereas in the eleventh grade, Druse pupils chose technology as an important field more than pupils from other systems.

A Comparison of Pupils' Subject Field Preferences with Those of Their Schools

Pupils' views of preferred subject field emphases agree with their view of their teachers' views with regard to the most important subjects in the curriculum. Mathematics and foreign language are viewed by pupils as the presently most emphasized subjects and are as well their preferred choices. However, their views of the importance of other subject fields differ somewhat from their perception of their teachers' views. Discrepancies can be found with regard to Hebrew, Arabic, Bible and Jewish studies, social studies, and sciences. Hebrew is viewed as somewhat less important by pupils in the eleventh grade than their teachers. Druse pupils view Arabic as less important than their teachers, especially in the eleventh grade. The Druse pupils reported that their teachers placed an equal emphasis on Hebrew and Arabic. They would prefer that Hebrew be given greater emphasis than Arabic. Half as many pupils in the State Religious system cited Bible and Jewish studies as important in their eyes as those reporting its importance to their teachers. Pupils value social studies more than they think their teachers do. In the eleventh grade double the percentage of pupils indicated that they thought social studies an important subject as indicated that their teachers thought social studies an important field of study. More pupils also reported that they thought the sciences are important subjects than reported that their teachers thought the sciences important.

Desired School Curriculum in Different Types of Elementary Schools

The characteristics of classroom environments reflect most closely the differences in the educational orientations of different types of elementary schools in the State and State Religious systems. Therefore our analysis of the differences in preferred curriculum of pupils attending elementary schools with different educational orientations focused on this aspect of the curriculum.

Do pupils in different types of elementary schools prefer different types of classroom environments? One-way analyses of variance by school within the State, State Religious, and Arab systems was performed to determine how pupils' perspectives differed among schools. For the State and Arab systems significant differences were found for all dimensions of the desired classroom environment. For the State Religious system significant differences were found among schools for the dimensions of competition, differentiation, and teacher control.

Duncan test results were examined for the State and State Religious systems to determine if significant differences among groups of schools paralleled known classifications of the schools into different types. Table 13.6 presents the classification of elementary school types according to Duncan test scores within each system. When the majority of schools of a specific type were classified into a significantly different group of high, medium or low scores, their ranking is noted in the table.

TABLE 13.6

PUPILS' DESIRED CLASSROOM ENVIRONMENT CHARACTERISTICS BY TYPE OF ELEMENTARY SCHOOL

	Open		Kibbutz Open	Kibbutz		Community		Conventional		Mix	
System	S	SR	S	S	SR	S	SR	S	SR	S	SR
Dimension											
Openness	M-H	-	L	M	-	-	-	M	-	H	-
Competition	M	-	M	M	M	M	M	M	H	M	M
Differentiation	M-H	-	L	-	M	-	M	L	M	-	M
Teacher Control	-	-	-	-	-	M	-	M-H	-	M	-

Key: H - High score
M-H - Medium high score
M - Medium score
L - Low score
S - State
SR - State Religious

Significant differences among the six types of elementary schools are only found in the State system. The perspectives of pupils about the preferred classroom environment in open and mixed-approach schools differ from those of pupils in conventional and kibbutz-open schools.

Pupils in open and mixed-approach schools prefer a classroom environment with a very positive class climate and a moderate level of competition. Pupils in open schools prefer a moderately high degree of differentiation among learners. In contrast, pupils in kibbutz-open and conventional schools prefer infrequent differentiation among pupils in the classroom. Pupils in conventional schools also desire more teacher control than other pupils.

The Desired School Curriculum in Eyes of Eighth Graders in Elementary and Junior High Schools

Does the desired school curriculum differ in the eyes of eighth graders attending elementary school as compared to junior high school? To answer this question two aspects of the desired school curriculum were examined: desired educational priorities and the characteristics of the preferred classroom environment. Table 13.7 presents the means and standard deviations for eighth graders' preferences by type organization.

TABLE 13.7

8TH GRADERS' DESIRED EDUCATIONAL PRIORITIES IN ELEMENTARY AND JUNIOR HIGH SCHOOL

	State				State Religious			
	Elementary		Junior High		Elementary		Junior High	
Desired	x	sd	x	sd	x	sd	x	sd
Citizenship	4.0	1.0	4.0	1.0	4.1	1.0	4.2	0.9
Knowledge	4.4	0.8	4.2	0.9	4.3	1.0	4.6	0.7
Develop Individual	4.2	0.9	4.2	1.0	4.3	1.0	4.0	1.1
Voc. prep.	4.2	1.0	4.2	1.0	4.2	1.1	4.6	0.8
Religiosity	1.9	1.2	1.9	1.1	3.8	1.3	3.6	1.2
Enjoyment	3.9	1.1	3.7	1.2	4.0	1.2	4.1	0.9
Culture	2.5	1.3	2.5	1.2	3.3	1.3	3.3	1.2

Note: 1=no emphasis, 2=little emphasis, 3=moderate emphasis, 4=strong emphasis, 5=very strong emphasis

No significant differences were found between the preferred educational priorities of eighth graders in elementary and junior high schools. However, significant interactions were found between system and type organization for four goals: acquiring knowledge and skills, developing individual abilities, vocational preparation, and encouraging enjoyment of learning. Pupils of State elementary schools would like the goals of knowledge and enjoyment to be emphasized more than pupils of State junior high schools, whereas pupils in State Religious junior highs desire more emphasis on these goals than pupils in State Religious elementary schools. The desired emphases on the goals of developing individual abilities and vocational preparation are identical for pupils in elementary and junior high schools of the State system. In contrast, the pupils in State Religious elementary and junior high schools differ in the preferred emphases of these goals.

Table 13.8 compares eighth graders' perceptions of desired and actual educational priorities in elementary and junior high schools in State and State Religious systems. Manova for repeated measures by system was performed to assess the significance of sources of variation in pupils' responses. The results (see Appendix Table A13.3) of this analysis show significant variance for all sources of variance. These findings indicate that the discrepancies between the levels of emphasis of actual and desired educational objectives differ for different goals. These discrepancies also vary by system and school type. The degree and direction of discrepancies between actual and preferred goal emphases differs among types of schools and systems for five out of seven goals. For instance, pupils in State Religious junior high schools would like their school's emphasis on developing religiosity to decrease significantly, whereas State system pupils would like their schools to increase the emphasis of this goal slightly. State junior high pupils are more dissatisfied with present educational priorities than State elementary school pupils, whereas junior high and elementary school pupils in the State Religious system express similar levels of dissatisfaction with their schools' educational priorities.

Elementary and junior high school pupils differ in their image of the desired classroom environment only in the degree to which they would like it to have a positive class climate. Eighth graders in elementary schools desire more positive class climates than junior high pupils. In addition, analysis of variance tests found significant interaction effects between system and type organization for four dimensions of the preferred classroom environment: positive class climate, academic competition, autonomous learning, and teacher control. A different pattern is found for each of these variables.

Table 13.9 presents a comparison of actual and desired classroom environments by system and type organization. Manova by system for repeated measures (see Appendix Table A13.4) found significant variance for all sources of variance. These findings indicate that elementary and junior high pupils have differing perceptions of dimensions of actual and desired classroom environments. The discrepancies between actual and desired levels of the dimensions vary according to type organization and system. Pupils are most dissatisfied with the degree of autonomous learning in their classrooms. In the State system more dissatisfaction with classroom environment is expressed by pupils in the junior high than pupils in elementary schools. In the State Religious and Arab systems more dissatisfaction is expressed by elementary school pupils. The dimension with greatest variance among types of schools is teacher control. Pupils in State

TABLE 13.8

8TH GRADERS' ACTUAL AND DESIRED EDUCATIONAL PRIORITIES BY SYSTEM AND SCHOOL TYPE

(means)

Educational	State				State Religious			
	Elementary		Junior High		Elementary		Junior High	
Priority	Actual	Desired	Actual	Desired	Actual	Desired	Actual	Desired
Citizenship	3.7	4.0	3.6	4.0	3.8	4.1	3.8	4.2
Knowledge	4.4	4.4	4.1	4.2	4.1	4.3	4.3	4.6
Develop Individual	3.1	4.2	2.8	4.2	2.9	4.3	3.3	4.0
Vocational Preparation	3.5	4.2	3.2	4.2	3.4	4.2	3.9	4.6
Religiosity	1.5	1.9	1.6	1.9	4.2	3.8	4.2	3.6
Enjoyment	3.2	3.9	2.9	3.7	3.1	4.0	3.6	4.1
Culture	2.5	2.5	2.3	2.5	3.1	3.3	3.4	3.3

Note: 1=no emphasis, 2=little emphasis, 3=moderate emphasis, 4=strong emphasis, 5=very strong emphasis

junior high schools and pupils in the State Religious elementary and junior high schools would like a decrease in teacher control in the classroom, whereas pupils in State elementary schools and Arab elementary and junior high schools prefer an increase in teacher control.

Pupils' Perceptions of Desired School Curriculum in Different Types of High Schools

Desired Educational Priorities of Pupils in Different Types of High Schools

Similarities and differences in the desired educational priorities of pupils from different types of high schools in the State and State Religious systems were investigated by two-way analyses of variance by system and high school type. The means for the desired level of empha-

TABLE 13.9

8TH GRADERS' ACTUAL AND DESIRED CLASSROOM ENVIRONMENT CHARACTERISTICS BY SCHOOL TYPE AND SYSTEM

	System													
	State				State Religious				Arab				Druse	
	Elem.		Jr.		Elem.		Jr.		Elem.		Jr.		Jr.	
	x	sd	x	sd	x	sd	x	sd	x	sd	x	sd	x	sd
Actual														
Climate	3.0	0.5	2.9	0.5	2.9	0.6	3.0	0.6	3.1	0.5	3.2	0.6	3.2	0.5
Competition	2.1	0.5	2.0	0.5	2.1	0.5	2.1	0.5	2.6	0.6	2.8	0.6	2.7	0.7
Autonomy	2.3	0.7	2.2	0.7	2.2	0.7	2.4	0.8	2.0	0.8	2.2	0.9	2.3	0.8
Traditional	3.4	0.4	3.4	0.4	3.3	0.5	3.4	0.4	3.4	0.6	3.4	0.6	3.3	0.6
Teacher control	3.1	0.5	3.2	0.5	3.2	0.5	3.0	0.5	2.7	0.6	3.1	0.6	3.0	0.6
Desired														
Climate	3.4	0.5	3.3	0.5	3.3	0.6	3.4	0.5	3.4	0.5	3.2	0.6	3.2	0.5
Competition	2.4	0.6	2.4	0.6	2.5	0.6	2.6	0.6	2.7	0.7	2.9	0.6	2.8	0.5
Autonomy	2.9	0.7	2.8	0.7	2.8	0.8	2.9	0.7	2.6	0.9	2.8	0.9	2.8	0.8
Traditional	3.3	0.4	3.3	0.4	3.4	0.5	3.5	0.4	3.4	0.7	3.4	0.6	3.3	0.6
Teacher control	2.9	0.6	2.7	0.6	2.9	0.6	2.9	0.6	3.0	0.6	3.2	0.6	3.2	0.5

Note: 1=never, 2=infrequent, 3=frequent, 4=always

sis of seven educational objectives of high school pupils are presented in Table 13.10. The only similarity among pupils from different types of high schools is their desire that their schools place a great emphasis on the development of enjoyment of learning and self-expression. Pupils from different types of high schools differ in their preferred degree of emphasis on the rest of the goals. The most consistent pattern of differences is found between pupils in technological high schools and other types of schools. These pupils desire less emphasis on the goals of citizenship, acquiring knowledge and skills, developing religiosity, and transmission of culture than pupils from other types of schools. A significant interaction effect of system and high school type was found for the desired degree of emphasis of developing religiosity. In the State system pupils in vocational schools desire a greater emphasis on religiosity than other pupils, whereas academic and comprehensive high school pupils desire the lowest level of emphasis of this goals. In State Religious high schools, academic pupils would like their schools to place a great emphasis on religiosity, whereas vocational and comprehensive pupils prefer a moderate emphasis.

TABLE 13.10

MEANS AND STANDARD DEVIATIONS OF PUPILS' DESIRED EDUCATIONAL PRIORITIES BY HIGH SCHOOL TYPE

Desired Priorities	Academic				Comprehensive				Techno-logical		Vocational			
	S		SR		S		SR		S		S		SR	
	x	sd	x	sd	x	sd	x	sd	x	sd	x	sd	x	sd
Citizen-ship	4.1	0.9	4.3	0.9	4.0	1.0	4.1	0.8	4.0	1.0	4.2	1.0	4.3	1.3
Knowl-edge	4.0	0.9	4.1	0.9	4.1	0.9	4.3	0.8	3.9	0.9	4.1	1.0	4.2	1.2
Develop Individ.	4.4	0.9	4.5	0.8	4.4	0.9	4.4	0.8	4.3	0.9	4.6	1.1	4.1	1.2
Vocat. Prep.	4.0	1.0	4.1	0.9	4.3	0.8	4.4	0.8	4.4	0.8	4.6	0.8	4.4	1.2
Religi-osity	1.8	1.1	4.1	1.1	1.8	1.0	3.6	1.1	1.9	1.1	2.2	1.2	3.7	1.1
Enjoy-ment	3.9	1.2	4.1	1.1	3.9	1.1	4.2	0.9	4.0	1.1	3.9	1.1	3.9	1.4
Culture	2.8	1.2	3.5	1.2	2.6	1.2	3.1	1.2	2.5	1.2	2.4	1.1	3.2	1.3

Note: 1=not emphasized, 2=little emphasis, 3=moderate emphasis, 4=strong emphasis, 5=very strong emphasis
State: academic - N=345, comprehensive - N=567, technological - N=498, vocational - N=65
State Religious: academic - N=408, comprehensive - N=205, vocational - N=40

A Comparison of Actual and Desired Educational Priorities in Different High Schools

Figures 13.8 and 13.9 present the means for pupils' perceptions of the present degree of emphasis of the seven types of school goals and their perceptions of the desired emphases on these goals. Manova by system and high school type for repeated measures was performed to assess the significance of these differences and the impact of these independent variables on pupils' perceptions (see Appendix Table A13.5). This analysis shows significant variances in responses by system, type of high school, type of goal, and time. Moreover, interaction effects are found for all types of interactions.

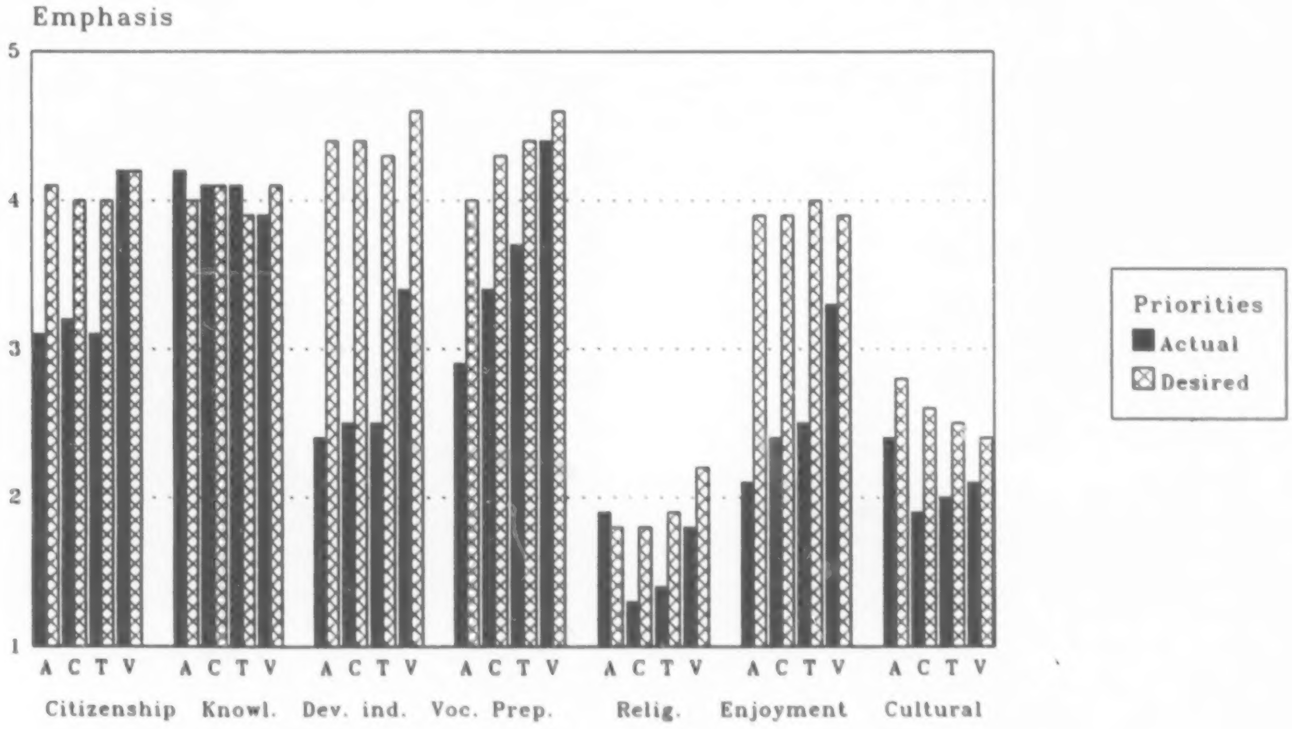
These findings indicate that pupils from different types of high schools differ in both their perceptions of actual school goals and desired school goals. The three goals with the greatest discrepancies between present and desired emphases are encouraging enjoyment and self-expression, vocational preparation, and developing individual abilities. Although all pupils desire increased emphasis on these goals, the extent of their desire varies by high school type. The differences between actual and desired emphases for these goals are greater for academic high school students in the State system than academic students in the State Religious system, whereas the discrepancies are greater for vocational high school pupils in the State Religious system than vocational pupils in the State system. Opposing patterns are also apparent with regard to the degree of actual versus desired emphasis on religiosity. High school students in State schools desire a slight increase in emphasis on religiosity, whereas pupils in State Religious schools desire a slight decrease in emphasis on this goal.

Perceptions of the Desired Classroom Environment

The findings from two-way analysis of variance by system and high school type on pupils' perceptions of the desired classroom environment show more commonalities among pupils from different types of high schools than those found with regard to educational priorities. No significant differences among types of high schools are found for three dimensions of the desired classroom environment: positive classroom climate, academic competition, and traditional teaching. All pupils would like their class to have a positive class climate and at the same time use traditional teaching most of the time. However, they would like academic competition among pupils to be infrequent.

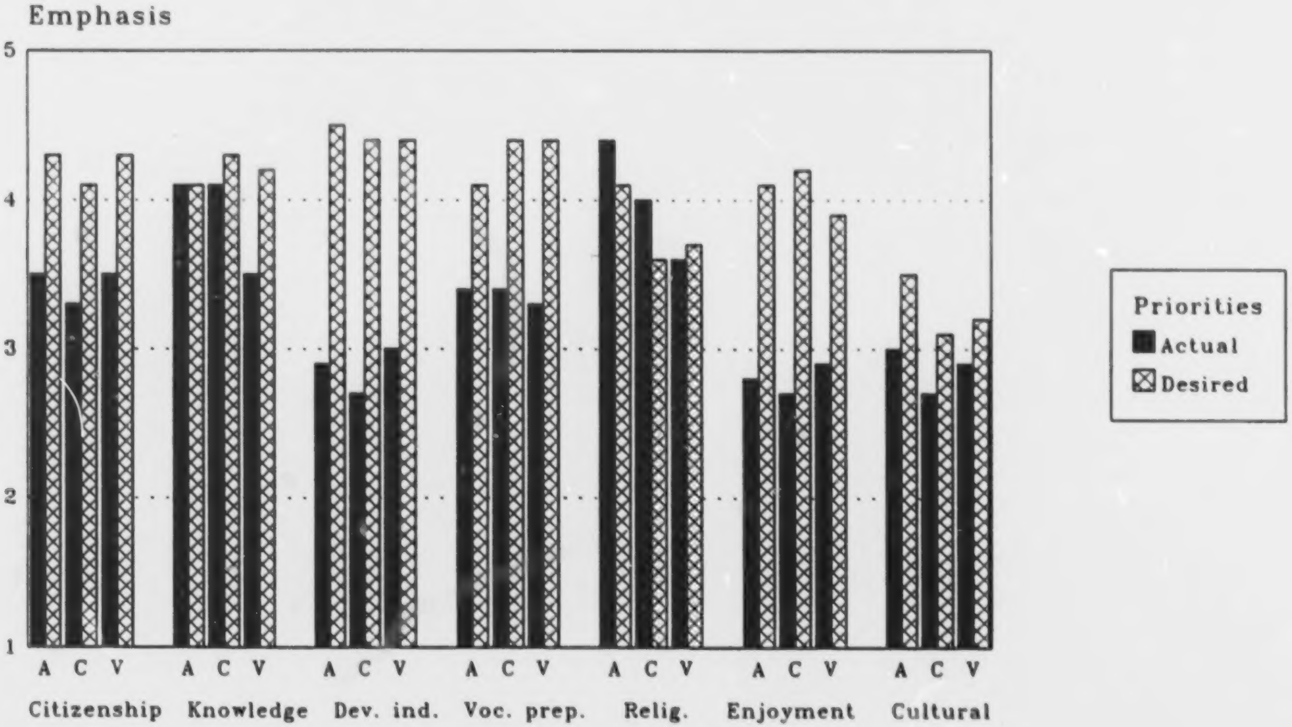
Significant differences among types of high schools are found in the desired degree of autonomous learning and teacher control. Pupils in comprehensive high schools desire more autonomous learning than academic, technological, and vocational pupils. Vocational pupils desire more teacher control than other pupils. Interaction effects between system and high school type were found for traditional teaching and teacher control. In the State comprehensive and technological high schools, pupils desire more traditional teaching than other types of schools, whereas in the Arab sector pupils in academic and comprehensive schools desire more traditional teaching than those in technological schools. Vocational pupils in the Jewish sector desire more

FIGURE 13.8
PUPILS' ACTUAL AND DESIRED EDUCATIONAL PRIORITIES BY HIGH SCHOOL TYPE IN STATE SYSTEM



Key: A=Academic; C=Comprehensive; T=Technological; V=Vocational
1=Not emphasized; 2=little emphasis; 3=moderate emphasis;
4=strong emphasis; 5=very strong emphasis

FIGURE 13.9
PUPILS' ACTUAL AND DESIRED EDUCATIONAL PRIORITIES BY HIGH SCHOOL TYPE IN STATE RELIGIOUS SYSTEM



Key: A=Academic; C=Comprehensive; V=Vocational
1=Not emphasized; 2=little emphasis; 3=moderate emphasis;
4=strong emphasis; 5=very strong emphasis

teacher control than their counterparts in other types of high schools, whereas Arab pupils in academic high schools prefer more teacher control than pupils in other types of schools.

A Comparison of Actual and Desired Classroom Environments in the Eyes of Pupils from Different Types of High Schools

Table 13.11 presents the discrepancies between pupils' perceptions of their actual classroom environment and their desired classroom environment by high school type and system. Manova by system and high school type for repeated measures was performed to determine the significant of these discrepancies and the effects on them. This analysis found significant variance by system, high school type, classroom environment factors, and time, as well as interaction effects for the majority of interactions.

Pupils in all types of high schools express a desire for increased positive class climate, academic competition, and autonomous learning. At the same time they would like to maintain the extent of traditional teaching and teacher control in the classroom at its present level. However, there are significant differences in the relative discrepancies between the perception of the actual and desired classroom of pupils from different types of high schools. Pupils in academic, comprehensive, and technological high schools desire more of an increase in positive class climate and autonomous learning than those in vocational high schools. Pupils in technological high schools desire a larger increase in academic competitiveness than pupils in other types of high schools, whereas vocational students desire the least increase in this dimension of classroom environment. Students in comprehensive and vocational high schools would like a slight decrease in traditional teaching, whereas their counterparts wish to maintain the present amount of traditional teaching. Academic and comprehensive school pupils desire a decrease in teacher control, while pupils in technological and vocational high schools prefer the same degree of control.

Table 13.12 presents a summary of the profiles of the desired school goal emphases and dimensions of classroom environment reported by pupils from different types of high schools. Pupils from different types of high schools concur more about their perceptions of the desired classroom environment than they do about desired educational priorities. Fewer interactions between system and high school type were found for the desired school curriculum than for the actual school curriculum.

Summary

Pupils from different education systems and school levels express dissatisfaction with the present educational priorities and characteristics of their classroom environment and to a lesser extent with the emphasis given different subject fields in the eighth and eleventh grades. However, there is limited consensus in pupils' preferences about these aspects of the desired school curriculum. The main similarities discerned are: (1) a desire to lower the level of empha-

TABLE 13.11

11TH GRADERS' REPORTS OF ACTUAL AND DESIRED CLASSROOM ENVIRONMENT CHARACTERISTICS BY SYSTEM AND HIGH SCHOOL TYPE

	Type High School							
	Academic		Comprehensive		Technological		Vocational	
	Act.	Des.	Act.	Des.	Act.	Des.	Act.	Des.
State System Positive climate	2.5	3.2	2.7	3.3	2.6	3.2	3.1	3.3
Autonomy	2.0	2.8	2.1	2.8	2.1	2.9	2.4	2.8
Competition	1.8	2.2	1.8	2.3	1.8	2.3	2.1	2.4
Traditional teaching	3.3	3.2	3.4	3.3	3.3	3.3	3.3	3.2
Teacher control	2.8	2.6	2.9	2.7	2.8	2.7	2.9	2.9
State Religious System Positive climate	2.7	3.3	2.7	3.3	-	-	2.7	3.1
Autonomy	2.3	2.9	2.2	2.8	-	-	2.5	2.9
Competition	1.9	2.3	1.8	2.3	-	-	1.9	2.3
Traditional teaching	3.2	3.3	3.3	3.3	-	-	3.3	3.3
Teacher control	2.6	2.6	2.7	2.6	-	-	2.9	2.9
Arab System Positive climate	2.9	3.4	2.9	3.3	2.7	3.3	-	-
Autonomy	2.2	3.1	2.2	3.0	2.1	3.0	-	-
Competition	2.5	3.0	2.6	3.1	2.5	3.0	-	-
Traditional teaching	3.4	3.4	3.4	3.4	3.3	3.3	-	-
Teacher control	3.0	3.2	2.8	3.1	2.8	3.0	-	-

Note: Act. = Actual; Des. = Desired
1=never, 2=infrequent, 3=frequent, 4=always

TABLE 13.12

SUMMARY OF PUPILS' DESIRED SCHOOL CURRICULUM BY HIGH SCHOOL TYPE

	Academic	Comprehensive	Technological	Vocational
Education Priorities Citizenship	H	H	H	VH
Knowledge	H	H	MH	H
Develop Individual	H	H	H	H
Vocational Preparation	H	H	H	VH
Religiosity	L	L	L	ML
Enjoyment	H	H	H	H
Cultural Heritage	M	ML	ML	L
Class Environment Climate	F	F	F	F
Competition	I	I	I	I
Autonomy	F	SF	F	SF
Traditional	F	F	F	F
Teacher Control	SF	SF	SF	F

Key:
- VH - Very high emphasis
- H - High emphasis
- MH - Moderately high emphasis
- M - Moderate emphasis
- ML - Moderately low emphasis
- L - Low emphasis
- F - Frequent
- SF - Somewhat frequent
- I - Infrequent

sis placed on acquiring knowledge and skills; (2) a desire for a greater emphasis on developing individual abilities; (3) a desire for more autonomous inquiry learning in the classroom; and (4) in the upper grades an emphasis on mathematics and foreign language (English).

The desired educational priorities of pupils from different systems and grade levels differ. Sixth graders in State and State Religious systems have very diverse opinions and no clear-cut preferences, whereas Arab and Druse pupils prefer that their schools primarily emphasize the acquisition of knowledge and skills and the development of individual abilities. Eighth and eleventh graders in the State system would like enjoyment of learning to be the most emphasized goal, whereas pupils in other systems would prefer that either vocational preparation and/or acquisition of knowledge be most emphasized. Pupils in State Religious schools would like their schools to reduce the emphasis placed on developing religiosity. Jewish pupils' preferences for characteristics of the classroom environment differ from those of minority pupils. Sixth graders in State and State Religious schools desire more differentiation among pupils and openness, and less competition and teacher control in their classes, than Arab and Druse pupils. In the eighth and eleventh grades Jewish pupils would like less teacher control and competition than their counterparts in Arab and Druse schools. In all grade levels Jewish pupils indicate dissatisfaction with the degree of positive class climate and a parallel feeling of a surfeit of teacher control. Pupils from different systems also differ in their views regarding the importance of Arabic, Bible and Jewish studies, social studies, physical education, and technology.

Preferences for characteristics of the classroom environment of pupils attending elementary schools which implement an open educational approach differ from those of pupils attending conventional and community schools. Pupils attending different types of high schools concur more about the desired classroom environment than about desired educational priorities.

Chapter 14

Parents' Views about the Desired School Curriculum and Desired System-Wide Educational Policies

This chapter presents parents' views of three aspects of their preferred school curriculum: educational priorities, the content of the curriculum, and characteristics of the classroom environment. Parents responded in their interview to identical questions about the nature of these three aspects of curriculum in the present school curriculum. After analyzing the similarities and differences of preferences among parents from different educational systems and school levels, we will compare their desired curriculum with their description of the actual curriculum.

Parents were also asked a series of questions about their opinions regarding desired educational policies for the entire Israeli school system. They were asked to indicate the degree of emphasis the school system should place on each of fifteen educational objectives, to specify whose needs the development of school curriculum should respond to, and to express their agreement or disagreement with a series of policy statements regarding the role of parents in developing school curricula, parent choice of school, and allocation of resources to elite or egalitarian ends. We will examine the degree of agreement among parents with children in different systems and at different school levels on these issues.

Desired School Curriculum in the Eyes of Parents

Desired Educational Priorities

Parents were asked to indicate the degree of emphasis their school should place on each of seven educational priorities: good citizenship, acquiring basic knowledge and skills, developing individual abilities, vocational preparation, developing religiosity, developing enjoyment of learning and transmission of cultural heritage. Table 14.1 presents the means and rank ordering of parents' desired educational priorities by educational system. Two-way analyses of variance by system and school level found no significant differences for the goals of developing individual abilities and acquiring knowledge. These two educational priorities received the top rank in the priorities of parents from all groups. Parents would like both of these objectives to receive very great emphasis in the school curriculum.

TABLE 14.1

MEANS AND RANK ORDER OF PARENTS' EDUCATIONAL PRIORITIES BY SYSTEM

	System					
	State		State Religious		Arab	
Priority	x	Rank	x	Rank	x	Rank
Citizenship	4.57	2	4.66	1	4.27	3
Knowledge	4.63	1	4.65	1	4.61	1
Develop individual	4.67	1	4.68	1	4.59	1
Vocational preparation	3.57	4	3.72	4	3.47	5
Religiosity	2.27	5	4.59	2	3.06	6
Enjoyment	4.57	2	4.57	2	4.53	2
Culture	4.09	3	3.85	3	4.10	4

Note: 1=not emphasized, 2=little emphasis, 3=moderate emphasis, 4=strong emphasis
5=very strong emphasis
State - N=225, State Religious - N=170, Arab - N=49

Two-way analyses of variance on the remaining five goals indicate significant differences among systems on the degree of emphasis that should be given good citizenship and religiosity. Parents in the State Religious and State systems would like their schools to emphasize citizenship more than parents from Arab system schools. Parents with children in the State Religious system would like their schools to greatly emphasize developing religiosity, whereas parents from the Arab system would like their schools to give a moderate degree of emphasis to this goal and parents with children in the State system would give limited emphasis to it.

Analyses also found significant differences among parents with children in different levels of education in their desired emphases of vocational preparation, religiosity, and enjoyment of learning. Parents of pupils in secondary school would like vocational preparation to be emphasized more than parents of children in elementary school. Parents of pupils in elementary and junior high school would emphasize religiosity more than those with pupils in high school.

In contrast, parents of elementary and high school pupils desire greater emphasis of enjoyment of learning than parents of junior high pupils.

Three significant interaction effects between system and school level are also found for the goals of citizenship, vocational preparation, and religiosity. Parents of children in State Religious high schools would like slightly less emphasis on citizenship than parents with children in State Religious elementary and junior high schools. In the Arab system the opposite pattern is found. Parents of high school pupils desire more emphasis of citizenship than parents with children in lower school levels. Parents of children in State and Arab high schools desire greater emphasis of vocational preparation than their counterparts with children in lower school levels. In contrast, in the State Religious system parents of junior high pupils desire more emphasis of vocational preparation than parents of high school students. Different patterns of emphasis of religiosity are found as well for different school levels within each educational system. In the Arab system the desired emphasis of religiosity increases with each level of schooling. In the State system the desired emphasis of parents decreases with progression in level of schooling. In the State Religious system the degree of emphasis desired by parents with children in elementary and high schools is higher than that of parents with junior high children.

Parents' Views of Actual and Desired Educational Priorities

Table 14.2 presents parents' views of actual and desired educational priorities for the three systems and elementary, junior and senior high levels. Manova by system for repeated measures found significant differences between actual levels of emphasis and desired levels of emphasis of all the goals for all systems and school levels. Parents desire a general increase in emphasis of all school goals. They want their schools to achieve multiple socializing aims. However, significant differences were found in the degree of increased emphasis of the goals for each school level. For all levels the least increase was found in the emphasis of acquiring knowledge and developing religiosity. On the elementary level the most increase is desired in emphasis on developing individual abilities, vocational preparation, and enjoyment of learning. On the junior high level the most increase is desired for developing individual abilities and transmission of cultural heritage. For the high school level parents desire the greatest increased emphasis on vocational preparation, enjoyment of learning, and transmission of cultural heritage.

Significant differences among systems are also found in the level of increased emphasis of different goals. For the elementary level parents with children in the State and State Religious systems desire a greater increase of emphasis of citizenship, acquiring knowledge, vocational preparation, and transmission of culture than parents in the Arab system. Parents with children in the State system desire a greater increase in emphasis on religiosity than other parents. Parents in the State Religious system desire a greater increase in emphasis of developing individual abilities than other parents. Arab parents desire a greater increase in emphasis on enjoyment of learning than other parents.

TABLE 14.2

MEANS FOR ACTUAL AND DESIRED SCHOOL GOALS OF PARENTS BY SYSTEM AND SCHOOL LEVEL

	Actual			Desired		
	State	State Religious	Arab	State	State Religious	Arab
Elementary						
Citizenship	3.8	3.6	3.7	4.6	4.7	4.2
Knowledge	3.9	4.0	4.4	4.7	4.6	4.6
Dev. Individual	3.6	3.3	3.6	4.7	4.7	4.5
Voc. Prep.	2.1	1.9	1.8	3.2	3.1	2.7
Religiosity	2.0	4.5	2.2	2.7	4.7	2.7
Enjoyment	3.7	3.4	3.3	4.7	4.5	4.6
Culture	3.3	3.0	3.4	4.1	3.8	4.0
Junior High						
Citizenship	3.1	3.8	2.7	4.5	4.6	3.6
Knowledge	3.7	4.1	3.7	4.3	4.7	3.7
Dev. Individual	3.1	3.9	2.9	4.5	4.6	4.0
Voc. Prep.	2.0	3.5	3.0	3.1	4.7	3.7
Religiosity	1.1	4.3	2.4	2.0	4.3	3.1
Enjoyment	2.9	3.7	2.7	4.1	4.3	4.0
Culture	2.5	2.6	2.6	3.9	3.7	3.3

TABLE 14.2 continued

MEANS FOR ACTUAL AND DESIRED SCHOOL GOALS OF PARENTS BY SYSTEM AND SCHOOL TYPE

	Actual			Desired		
	State	State Religious	Arab	State	State Religious	Arab
Senior High						
Citizenship	3.6	3.9	3.9	4.6	4.7	4.8
Knowledge	3.9	4.0	4.4	4.6	4.6	5.0
Dev. Individual	3.8	3.8	3.1	4.7	4.7	5.0
Voc. Prep.	2.9	2.8	3.7	4.0	3.9	4.9
Religiosity	1.2	4.3	2.6	1.9	4.6	3.8
Enjoyment	3.5	3.4	3.1	4.6	4.7	4.6
Culture	3.0	2.8	2.9	4.0	4.0	4.7

Note: 1=not emphasized, 2=little emphasis, 3=moderate emphasis, 4=strong emphasis
5=very strong emphasis
Elementary: State - N=106, State Religious - N=64, Arab - N=28
Junior High: State - N=15, State Religious - N=30, Arab - N=7
Senior High: State - N=81, State Religious - N=66, Arab - N=14

On the junior high level patterns of differences among systems are only similar in part to those found for the primary level. Like the parents of elementary school pupils, parents in the State and State Religious systems desire a greater increase in emphasis of vocational preparation and acquisition of knowledge than Arab parents. Parents with children in the State system would like a greater increase in emphasis on citizenship, developing individual abilities, religiosity, and transmission of cultural heritage than other parents. They and Arab parents would like a significantly greater emphasis of enjoyment of learning than parents in the State Religious system.

On the high school level parents in the State system desire a greater increase of emphasis on good citizenship than other parents. Arab parents desire a greater increase in emphasis of developing individual differences, religiosity, enjoyment of learning, and transmission of cultural heritage than other parents.

From this analysis some common directions are found across school levels for State and Arab system parents. Parents with children in State schools are more dissatisfied with the level of emphasis placed on citizenship in today's curriculum than other parents. Parents with children in the Arab system are greatly dissatisfied with the level of emphasis of enjoyment of learning in their school curriculum.

Preferred Content of the Curriculum

Parents were asked to name the three subjects that they thought their school should emphasize the most. The subjects mentioned by parents were classified into the sixteen fields as was done for the analysis of the subjects most emphasized in the present school curriculum. Table 14.3 presents the mean percent of choices of subject field by system. Statistical tests found significant differences in the preferences of parents for seven fields of study: Jewish studies, social studies, Hebrew language and literature, sciences, special curricula, Arabic language and literature, and world religions. Parents with children in the State Religious system prefer emphasizing Jewish studies more than parents in the State system. Parents in the State system expressed a greater preference for studying social studies, Hebrew, sciences, and special curricula than other parents. Arab parents preferred the emphasis of Arabic and world religions more than other parents.

Statistical analyses also show significant differences among parents with children in different school levels with regard to the emphasis of eight subjects: Jewish studies, mathematics, Hebrew, vocational training, foreign language, sciences, special curricula, and world religions. Jewish studies is a more preferred emphasis of parents of elementary school children than parents of secondary school children. Mathematics and Hebrew are preferred more by parents of elementary and junior high pupils than parents of high school pupils. Vocational training, the sciences, special curricula, and world religions are preferred more by parents of high school pupils than other parents. In contrast, more parents of junior high pupils desired the emphasis of foreign language than other parents.

A comparison of parents' reports of the subjects emphasized in the present curriculum and those they would like to be emphasized reveals significant differences for eight fields: Jewish studies, social studies, mathematics, Hebrew, foreign language, sciences, physical education, and world religions. The most striking difference is in the field of foreign languages. Parents of all systems desire a greater emphasis of this field than is presently reported to exist. Other differences are related to system specific discrepancies between the actual and desired subject emphases. Fewer parents in both the State and State Religious systems chose Jewish studies as a desired emphasis than reported the actual emphasis of this field. More parents with children in State schools chose social studies and Hebrew as preferred subjects than reported their emphasis by their schools. More parents with children in State Religious schools chose mathematics and sciences as preferred fields than reported their emphasis in the present school curriculum. Fewer Arab parents preferred social studies, Hebrew, sciences, and physical education than reported these subjects as emphasized in the present curriculum.

TABLE 14.3

PARENTS' PREFERRED SUBJECTS BY SYSTEM

(in percent)

Subject	System		
	State	State Religious	Arab
Education	1	1	6
Jewish studies	13	69	0
Social studies	27	9	6
Mathematics	77	85	86
Hebrew	52	29	37
Vocational	3	7	0
Foreign language	72	74	73
Sciences	13	8	4
Arts & music	8	6	8
Technology	7	2	2
Personality	1	0	0
Special curricula	9	0	0
Arabic	1	1	73
World religions	0	0	6
Thinking	0	0	0
Physical ed.	1	1	0

Note: State - N=225, State Religious - N=170, Arab - N=49

The Desired Classroom Environment

Parents were asked to respond to the same shortened version of the classroom environment questionnaire as they responded to regarding the actual classroom environments in their school. In order to compare the desired classroom environment with the perceived actual environment, our analysis will examine the three factors — positive classroom climate, alternative teaching practices, and competitiveness — as well as responses for each of the ten items in the questionnaire.

Statistical analyses found the majority of parents would like frequent use of alternative teaching practices in the classroom. No significant differences among educational systems or school levels were found in the desired level of use of these practices. However, significant differences in preferences of parents of children in different school levels were found for classroom climate and competitiveness among pupils in the class. Parents of junior high pupils prefer more competitiveness and a less positive climate in the classroom than parents of elementary and high school pupils. In addition, statistical analyses found that Arab parents desire frequent competitiveness in the classroom environment, whereas parents in the State Religious system prefer somewhat frequent competition among pupils and State system parents prefer infrequent competition.

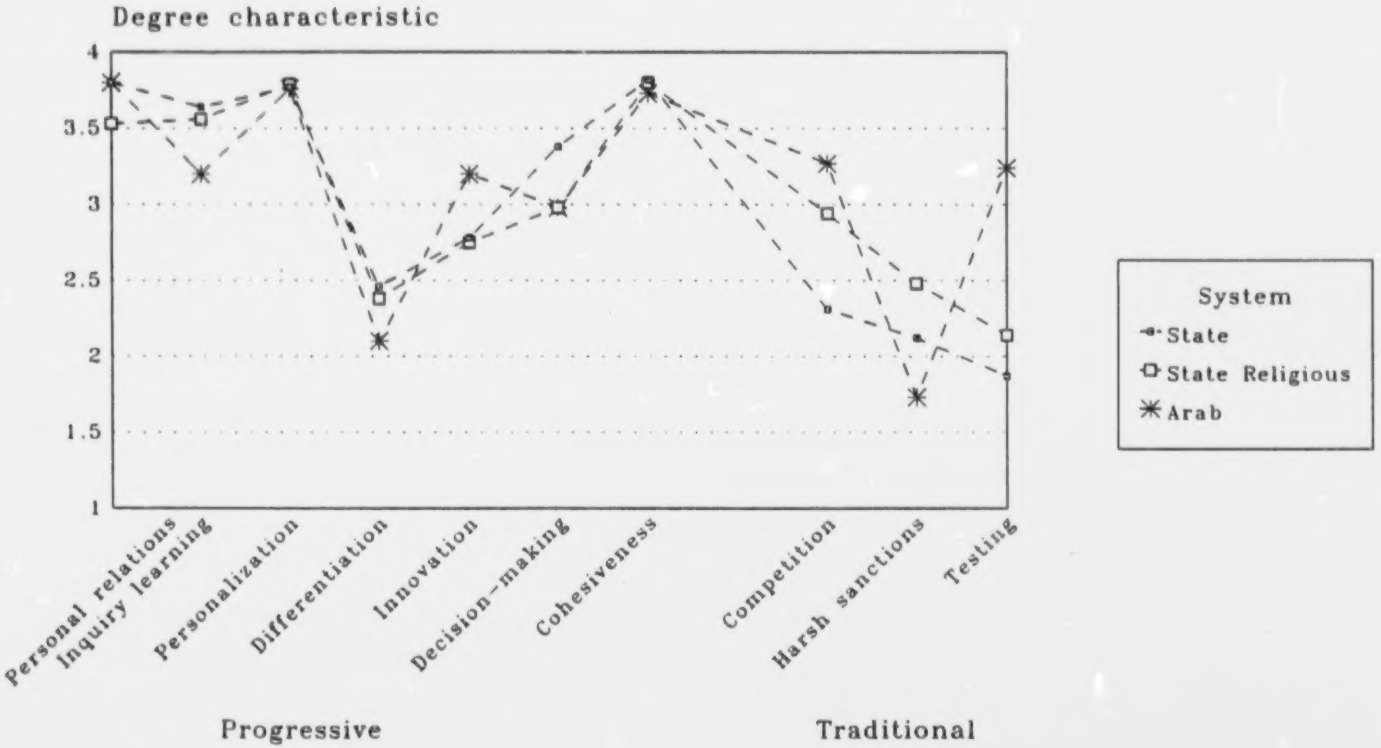
Profiles of the individual measures of progressive and traditional classroom environments desired by parents from different systems are shown in Figure 14.1. Significant differences in responses of parents from different systems were found for all measures of the traditional teacher-centered environment and for three of the measures of the progressive classroom environment: inquiry learning, innovation, and pupil decision-making. Parents of children in the State system desire more inquiry learning and involvement in pupils in decision-making in the classroom, and less competition and use of testing as the sole criteria of evaluation than parents in other systems. Arab parents desire more competitiveness and more use of testing as well as more innovativeness than parents from other systems. In summary, parents whose children attend State schools desire a more progressive classroom environment than parents in other systems.

Statistical analyses also show significant differences in the responses of parents with children in different school levels with regard to personal attention, cohesiveness, competitiveness, and use of harsh sanctions. Parents of junior high pupils are distinguished from other parents on all measures. They desire a more traditional classroom environment than other parents.

A Comparison of Parents' Views of Actual and Desired Classroom Environments

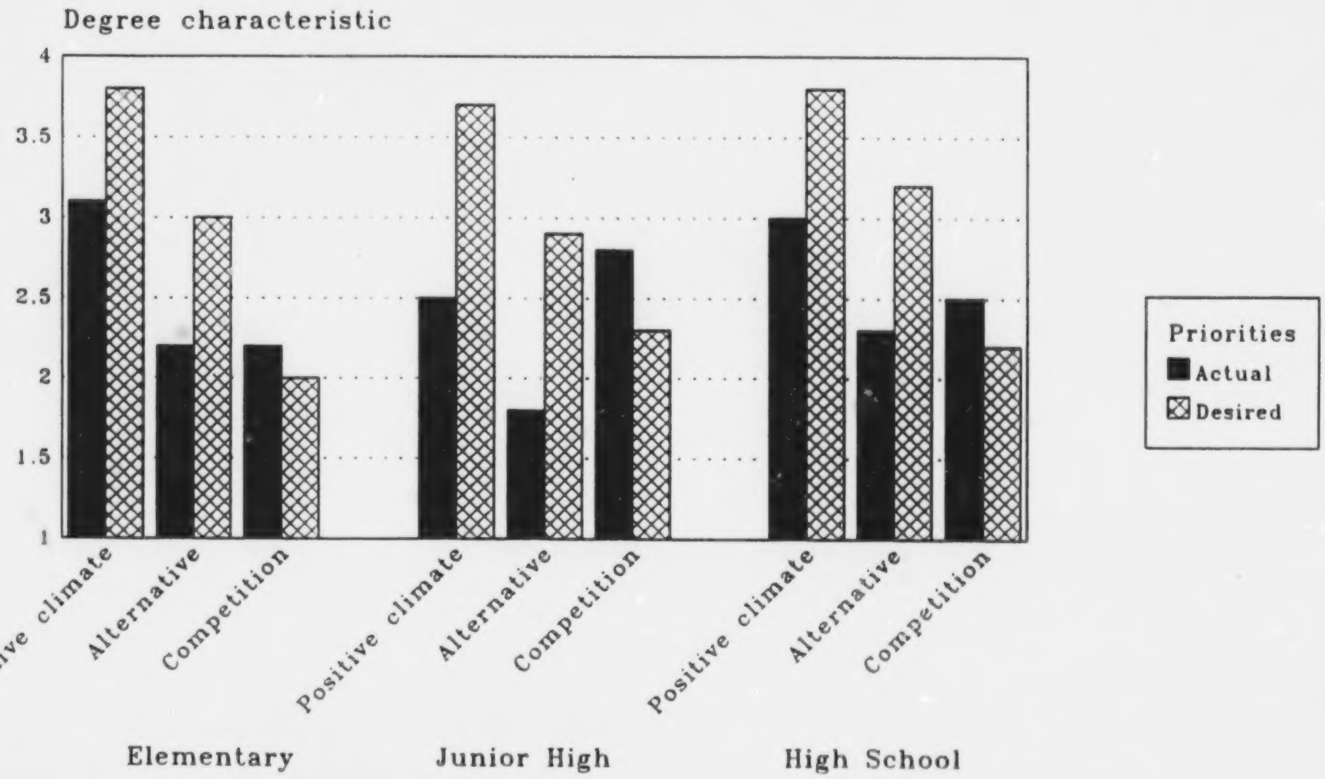
Parents' perspectives on the characteristics of the present classroom environment as compared to their desired classroom environment are shown in Figures 14.2, 14.3, and 14.4 for each system. Manova for repeated measures by system for each school level found significant differences among the factors of classroom environment, and significant differences among systems in the discrepancies between actual and desired level of each factor for all school levels.

FIGURE 14.1
PARENTS' PREFERRED CLASSROOM ENVIRONMENT CHARACTERISTICS BY SYSTEM



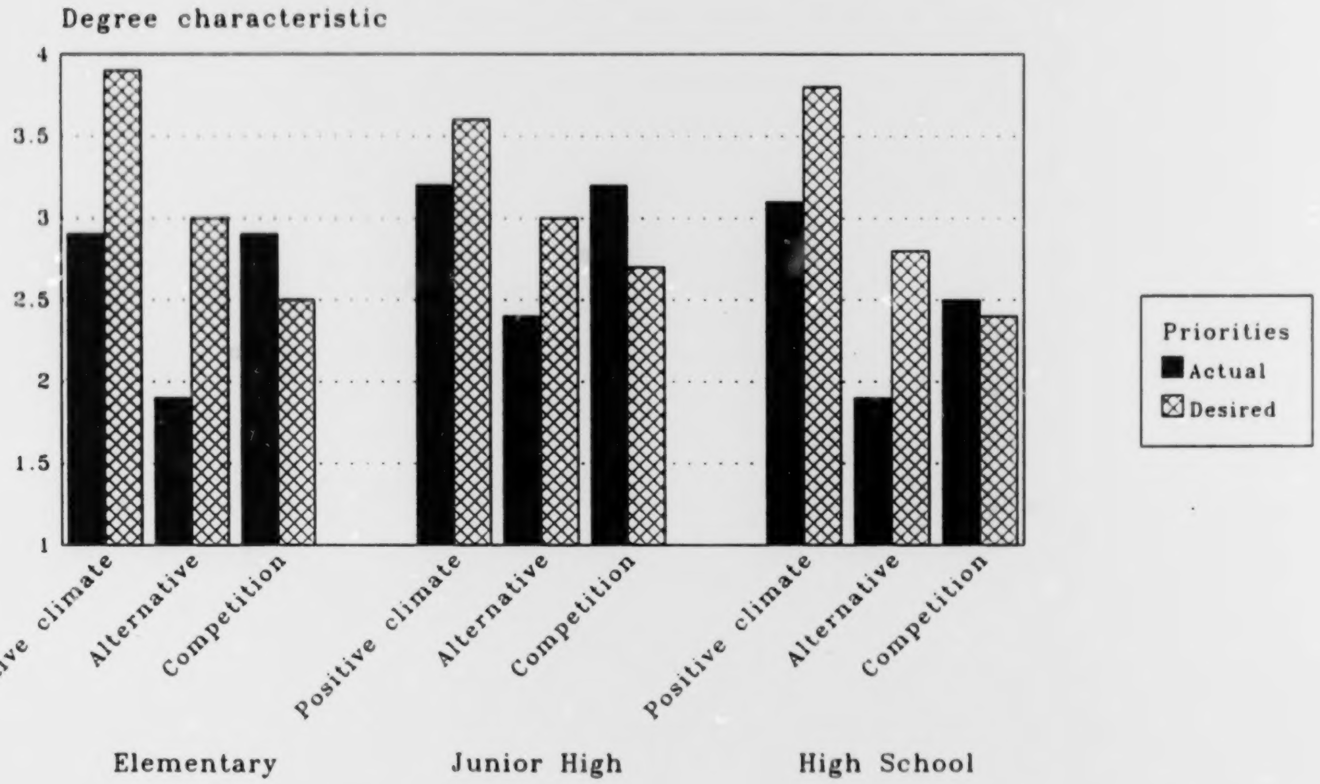
Key: 1=not characteristic; 2=somewhat characteristic;
3=characteristic; 4=very characteristic

FIGURE 14.2
PARENTS' REPORTS OF ACTUAL AND PREFERRED CLASSROOM ENVIRONMENT CHARACTERISTICS – STATE SYSTEM



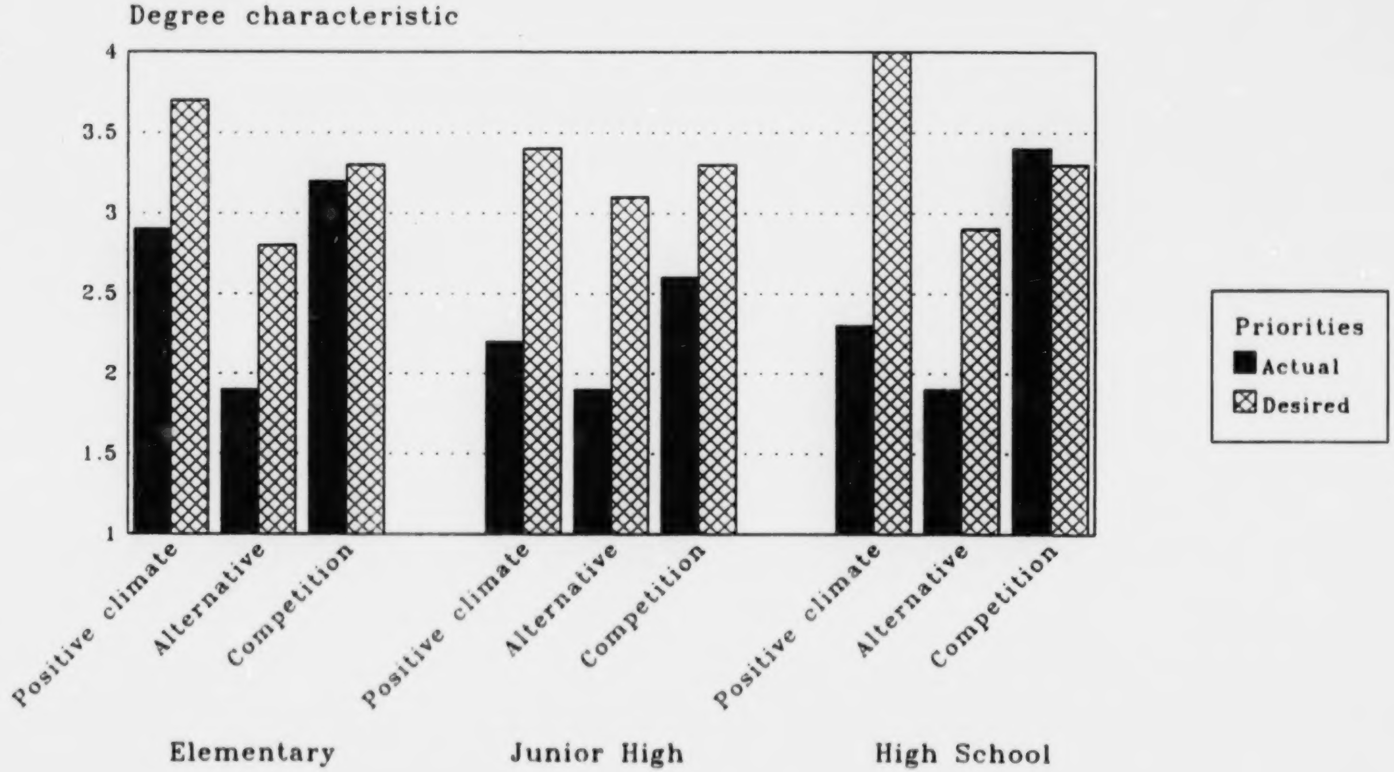
Key: 1=not characteristic; 2=somewhat characteristic;
3=characteristic; 4=very characteristic

FIGURE 14.3
PARENTS' REPORTS OF ACTUAL AND PREFERRED CLASSROOM ENVIRONMENT CHARACTERISTICS - STATE RELIGIOUS SYSTEM



Key: 1=not characteristic; 2=somewhat characteristic;
3=characteristic; 4=very characteristic

FIGURE 14.4
PARENTS' REPORTS OF ACTUAL AND PREFERRED CLASSROOM ENVIRONMENT CHARACTERISTICS - ARAB SYSTEM



Key: 1=not characteristic; 2=somewhat characteristic;
3=characteristic; 4=very characteristic

(Total elementary school respondents = 216: State=118, State Religious=70, Arab=28, total junior high school respondents = 53: State=16, State Religious=30, Arab=7; total senior high school respondents = 168: State=87, State Religious=67, Arab=14.) In addition, significant differences between the profiles of the characteristics of actual and desired classroom environments were found for the elementary and high school levels. Parents of children in the elementary and high schools expressed more dissatisfaction with the present classroom environment than parents with children in junior high schools.

On the elementary level parents from all systems expressed great dissatisfaction with the level of use of alternative teaching practices and the class climate. However, parents with children attending State Religious schools expressed greater dissatisfaction with these two aspects of the present classroom environment than parents whose children attended State or Arab system schools. State and State Religious system parents differ from parents in the Arab sector in their orientation to competitiveness among pupils in the classroom. Jewish parents desire a reduction of competitiveness, whereas Arab parents desire a slight increase in competitiveness.

Findings for the junior high level are similar to those of the elementary school level. Parents of junior high pupils voice great dissatisfaction with the nature of the class climate and use of alternative teaching methods. Jewish parents would like a reduction in the competitiveness of classes in State and State Religious systems, whereas Arab parents would like competitiveness to increase in the classroom environments of their schools. In contrast to findings for the elementary schools, parents whose children attend State Religious junior high schools are less dissatisfied than their counterparts in the State and Arab systems.

On the high school level parents voice greatest dissatisfaction with the classroom climate. Arab parents express more dissatisfaction with the present classroom environment than other parents particularly with regard to the classroom climate and use of alterative teaching methods. In contrast to Arab parents with children in lower levels of schooling, these parents wish to reduce slightly the competition among pupils in the classroom similarly to parents of children in State and State Religious high schools.

Desired System-Wide Educational Policies

Parents were asked to indicate the degree of emphasis that should be placed by the Israeli school system on fifteen different educational goals. Analysis of variance tests indicate agreement among parents from different systems and different school levels regarding the level of emphasis of only four goals: acquisition of knowledge, encouraging competition among pupils, enjoyment of learning, and physical fitness and health education. Parents think the Israeli school system should place very great emphasis on the acquisition of knowledge and the enjoyment of learning, and great emphasis on physical fitness and health education and the encouragement of fair competition among pupils.

Statistical tests found significant differences in the levels of emphasis desired by parents from different educational systems for the rest of the educational objectives. Parents with children studying in State and State Religious schools desire more emphasis on developing problem-solving and independent thinking, cooperative relations among pupils, responsibility and initiative, and basic skills than parents in the Arab system. Parents with children in the State Religious system think the Israeli system should give more emphasis to inculcating ethical values, education for tolerance, and sensitivity to those different from oneself, and developing religious belief, than other parents. Arab parents think Israeli schools should emphasize developing creativity more than parents from other systems. Parents from the State system think the school should emphasize developing individual self-expression in a variety of mediums more than other parents.

Significant differences in the desired emphasis of six goals were found among parents with children in different school levels: developing problem-solving and independent thinking, inculcating religious belief, developing responsibility and initiative, developing basic skills, and developing tolerance for those different from oneself. Parents with children in elementary and high schools think more emphasis should be placed on basic skills than parents of junior high pupils. Parents of junior high pupils would like greater emphasis on the development of religious belief than those of elementary or high school pupils. Parents of high school pupils think that problem-solving and tolerance should be more emphasized than parents of pupils in lower levels of schooling.

Interactions of system and school level were also found in the statistical analyses for the majority of the goals. These indicate differences within systems of desired levels of emphasis of parents with children in different school levels.

Parents' Attitudes to Educational Policy Issues

Five policy issues are currently being debated in the Israeli educational system: ending district-restricted school registration and allowing parent choice of school, parent involvement in the development of school curriculum, the balance between a common curriculum and diversification of school curricula, school integration, and investment in programs promoting excellence as opposed to programs that assure equal educational opportunity. Parents were presented with ten statements, two for each issue, and were asked to state the degree of their agreement with each statement on a four-point scale from "agree very much" to "do not agree."

Table 14.4 presents the mean agreement scores for the five issues by education system. Statistical analyses found that parents from all systems and with children in different school levels were in agreement regarding only one issue, the balance between the common curriculum and the special curricula. Parents think the Ministry of Education should encourage development of special school curricula rather than require a common curriculum for all schools.

Parents from different systems but not parents with children in different school levels are in agreement regarding the issues of parent involvement in curriculum development and the choice between promoting excellence and equality of educational opportunity. Most parents support the notion that parents should be involved in curriculum development. Parents do not think the Ministry of Education should invest primarily in programs promoting excellence, but rather it should promote equal educational opportunities.

TABLE 14.4

PARENTS' ATTITUDES TO EDUCATIONAL POLICY BY SYSTEM AND SCHOOL LEVEL

(means)

	System											
	State				State Religious				Arab			
	T	E	J	H	T	E	J	H	T	E	J	H
Parent choice of school	3.51	3.51	3.25	3.58	3.64	3.47	3.70	3.69	2.96	3.04	3.14	2.71
Parent involvement in curriculum development	2.87	3.01	2.84	2.61	2.93	3.03	3.02	2.78	2.93	2.79	3.29	3.04
Uniform curriculum	2.02	2.21	2.03	1.76	2.00	1.87	2.25	2.03	2.08	2.11	2.00	2.07
Homogeneous schools	2.19	2.15	2.22	2.10	2.29	2.32	1.82	2.45	2.02	2.09	2.36	1.71
Promoting Excellence	1.94	1.87	2.28	1.82	2.01	1.82	2.13	2.15	2.00	1.93	1.93	2.18

Note: T=Total; E=Elementary; J=Junior high; H=Senior high
1=disagree; 2=somewhat disagree; 3=agree; 4=completely agree
State - N=225, State Religious - N=170, Arab - N=49

Significant differences in attitudes of parents with children studying in different systems were found with regard to parent choice of school and school integration. Although in general parents are in favor of opening district registration and allowing parent choice of school, parents with children in State and State Religious schools were in greater agreement with allowing parent choice than were Arab parents. Parents are not in agreement with school districting in order to create cultural and social integration, they prefer that schools have homogeneous student bodies. Parents from the State Religious sector are slightly less opposed to integration than parents from other systems.

Parents of children in different school levels hold different opinions about two issues: parent involvement in curriculum development and investment in excellence or equality of educational opportunity. Elementary and junior high parents are more favorable to parent involvement in curriculum development than high school parents. Elementary and high school parents are more opposed to investment in programs for excellence as opposed to those promoting equality than junior high parents.

Interaction effects of system and school level were found for school integration and investment in excellence. Integration is opposed the most among State Religious parents with children in junior high schools, whereas it is opposed the most among Arab parents with children in high schools. Investment in excellence is opposed more by parents with children in State elementary and high schools than parents with children in State junior high schools. In the State Religious system investment in programs promoting excellence is opposed more by elementary school parents than post-primary school parents.

The Planning of School Curricula

Definition of school curriculum is based on assumptions about the needs of society, the local community, parents, pupils and teachers, and about their relative importance. Different educational approaches have different frameworks of assumptions about the needs of constituents and their importance. Parents were asked whose needs the Israeli school system should take into account when defining school curriculum. Then they were asked to rank the order of importance of taking into account the needs of society, parents. teachers, and the local community. The nature of the needs of each party was left undefined in the interview and parents were told to make their own assumptions about the nature of the needs. Statistical analyses examined the differences and similarities of rank ordering of needs by parents with children in different educational systems for each school level. Table 14.5 presents the rank ordering of needs for each system for elementary, junior and senior high levels. Clear agreement is found among parents in all systems and school levels that pupils' needs should be the prime consideration in developing school curricula. The rank ordering of the needs of other parties varies with school level and system for the second through lowest ranked needs.

More agreement among parents of elementary school children in different systems is found regarding rank orderings than among secondary school parents in the different systems. The viewpoints of parents from different educational systems are found to be significantly different only on the high school level.

Parents from different systems with children in elementary school agree that society's needs are of second rank in importance in curriculum development and teachers needs are of least importance in planning curriculum. The main difference found among parents from different educational systems is that those in the State Religious system did not include community needs as an important consideration, whereas in both State and Arab systems the community's needs are ranked third in importance.

TABLE 14.5

PARENTS' RANK ORDERING OF NEEDS BY SYSTEM AND SCHOOL LEVEL

	System								
	State			State Religious			Arab		
Needs	E	J	H	E	J	H	E	J	H
Society	2	-	2	2	-	2	2	2	3
Parents	4	3	4	3	2	4	4	5	4
Pupils	1	1.5	1	1	1	1	1	1.5	1
Teachers	5	4.5	5	4	3	3	5	4	5
Local Community	3	-	3	5	4.5	5	3	-	2

Note: E=Elementary; J=Junior high; H=High school
Elementary - N=221, Junior high - N=58, High school - N=178

Parents from different systems with junior high pupils in our sample rank-ordered needs differently. Parents' needs are rated by parents in the State Religious system as second in importance, whereas parents of children in State schools give parents' needs third rank and Arab parents give them fifth rank. The needs of the community are not deemed by Arab parents to be very important, whereas they are quite important to parents in the State system. Teachers' needs are considered more important by parents in the State Religious system than by those in the State or Arab systems.

Differences are striking in the rank ordering of needs by parents from different systems with pupils in high school. Parents only agree regarding parent's needs which are ranked fourth in priority in all systems. Two patterns are particularly noticeable: attitudes toward the importance of teachers needs and the relative importance of society and community needs. Parents in the State Religious system think teachers' needs are of third rank importance, whereas Arab parents rate teachers' needs fifth rank and State system parents do not consider teachers' needs important. Second, for parents with children in both State and State Religious schools, the needs of society are second in importance only to pupils' needs, whereas Arab parents would consider their community needs before society's needs in curriculum development.

Summary

Parents report a number of common opinions about the desired school curriculum and desired educational policy for the entire Israeli system. Parents would like their childrens' schools to give top priority to two goals: developing individual abilities and the acquisition of basic knowledge and skills. They would like their schools to emphasize foreign language instruction in the curriculum. In addition, they would like classroom environments to be characterized by the frequent use of alternative teaching methods.

Parents would like the entire Israeli school system to greatly emphasize: acquisition of knowledge, enjoyment of learning, physical fitness and health education, and fair competition among pupils. They think that pupils' needs should be the prime consideration in the development of school curricula. Parents are also in agreement with regard to three educational policy issues. First, they think that the Ministry of Education should encourage the development of special school curricula rather than demand conformity to the same common curriculum. Second, parents support the involvement of parents in school curriculum development. Third, they believe that the Ministry should invest more in assuring equal educational opportunity for all pupils rather than achieving excellence for a few.

Parents express considerable dissatisfaction with present educational priorities in their school curriculum and the nature of the classroom environment in their schools. They would like their schools to give a great deal of emphasis to several educational priorities, rather than preference to one goal. They are particularly dissatisfied with the level of use of alternative teaching methods in the classroom.

Our analysis also found a number of differences in the desires of parents from different educational systems and in the desires of parents with children in different school levels. Parents in the State system desire a significant increase in the emphasis of citizenship and the student-centered classroom environment in their schools. They would also like social studies, Hebrew, and the sciences to be emphasized more than in other systems. Parents in the State Religious system would also like increased emphasis on good citizenship. In addition, they desire a strong emphasis on developing religiosity and on Jewish studies. Arab parents are dissatisfied with the emphasis placed on enjoyment of learning in their schools. They also desire more competitiveness in the classroom environment.

In regard to educational goals for the entire system, differences were also found among parents from different systems. Parents from State and State Religious systems would emphasize problem-solving, developing responsibility and initiative, and basic skills more than Arab parents. Arab parents would like creativity to be emphasized, whereas parents in the State Religious system think emphasis should be put on developing ethical values and religious belief.

Chapter 15

A Synthesis of Principals', Teachers', and Pupils' Views of the Desired School Curriculum

This study examined principals', teachers', and pupils' opinions about five aspects of the desired school curriculum: educational priorities, teaching methods, evaluation methods, procedures for organizing of learners, and classroom environment. In Chapters 11, 12, and 13 the views of each of these parties about the desired curriculum were examined in depth. Based on an analysis of the points of agreement in these findings, this chapter will try to determine: the common system-wide desires of all constituencies, the differences in desires among constituents from different school levels, the differences in desires among constituents from the different educational systems, and the conflicting desires of these constituents. In addition, we will assess the degree of dissatisfaction with the present school curricula in the system as a whole and its sub-systems.

The System-Wide Desired Curriculum

There is more consensus about the desired curriculum among different respondents than found with regard to the present curriculum. In particular, there is a fair amount of consensus about preferred top educational priorities, teaching and evaluation methods, classroom environment characteristics, and patterns of organization of learners.

Desired School Ideology

More principals espoused the desire that their school inculcate an ideology in their students than stated that such an ideology was presently inculcated. The few principals who expressed a desired school ideology and presently were heads of schools without such an ideology, primarily emphasized a political orientation in their ideology. In general, desired school ideology is highly correlated with present school ideology.

Desired Educational Priorities

Agreement about the desired levels of emphasis of educational priorities is somewhat greater among the constituencies and among the educational systems than the agreement found regarding present levels of emphasis of educational priorities. Principals, teachers, and pupils all would like the school to place greater emphasis on two goals: developing individual abilities and vocational preparation. All parties would like their schools to make developing individuals its highest priority. They would like vocational preparation to receive moderately high emphasis and not moderately low emphasis as is presently perceived by most parties. Two other goals found to have somewhat similar desired emphases among parties are: encouraging the enjoyment of learning and transmission of cultural heritage. Most constituents and educational systems would like enjoyment of learning to be emphasized greatly and transmission of cultural heritage to receive moderately high emphasis. Thus, they desire an increase in emphasis of these two goals, as well, over their present levels of emphasis.

There is consensus as well, but at a lower level, about the level of emphasis of the acquisition of knowledge and skills. Most parties prefer a decrease in the emphasis on this goal. However, principals, teachers, and pupils do not agree about the level of decreased emphasis. Principals would like only a very slight decrease, teachers would like a slight decrease, whereas pupils prefer a more sizeable lessening of emphasis on this goal. However, knowledge acquistion remains generally an important, if not top, priority in the eyes of the constituencies.

Desired Teaching Methods

Principals and teachers would like a balance of lecturing and small group and individualized instruction to be used in their schools. However, principals and teachers disagree about the relative levels of use of each method. Principals would like small group and individualized instruction to be more prevalent than lecturing. Teachers would like them to be equally prevalent.

Desired Evaluation Methods

Principals and teachers agree about the desired relative use of two evaluation methods: criterion reference and normative evaluation methods. Most subjects in our study would like their schools to use criterion reference evaluation and not normative evaluation methods. The percentage of subjects supporting the use of criterion evaluation remains at the same level as found for the present curriculum in the Jewish sector, but the percentage desiring the use of this criteria among subjects in the minority sector is greater than those reporting its use in the present school curriculum. The percentage of subjects desiring the use of normative evaluation is lower than the percentage who reported its present use. There is less agreement among teachers and principals from different school levels and educational systems about the use of individual progress evaluation.

Desired Classroom Environments

Both teachers and pupils have similar images of the preferred classroom environment. They are particularly in agreement about the characteristics of a progressive classroom environment. They would like their classrooms to be characterized by inquiry learning, personal relations and attention to the individual student, and good relations among pupils. They prefer that characteristics of the traditional classroom, such as testing as the sole basis of evaluation and teacher control of pupil behavior, not characterize the classroom environment.

Desired Organization of Learners

Principals and teachers agree that pupils should be tracked by their achievements. However, for the most part, they are opposed to gender differentiation of the curriculum.

System-Wide Dissatisfaction with the Present Curriculum

Our comparison of principals', teachers', and pupils' views of the actual and desired school curriculum reveal a great deal of dissatisfaction with the present school curriculum. Dissatisfaction is greatest with the levels of emphasis of different educational priorities, teaching methods, and characteristics of classroom environments. There is less dissatisfaction with the nature of evaluation methods being used in the system. Members of the system are satisfied with the practices of organization of learners.

Constituents in the education system express great dissatisfaction with the order and relative emphases of the seven educational priorities investigated in this study. Dissatisfaction is greatest with the levels of emphasis schools presently place on developing individual abilities and self-confidence, vocational preparation, and good citizenship. In general, members of the school system would like schools to reorder educational priorities. They would like their schools to give the development of individual abilities and self-confidence as much emphasis as the acquisition of knowledge, and they desire a greater emphasis on vocational preparation.

Principals and teachers from different systems express dissatisfaction with the present degree of use of different teaching methods. However, principals are more dissatisfied than teachers. Teachers and principals are somewhat dissatisfied with the relative use of different evaluation methods in their school curricula. Pupils and teachers are dissatisfied with the present characteristics of their classroom environments. They would like the progressive features of classroom practice to become more frequent and the traditional ones less frequent. Principals and teachers are satisfied with present practices regarding organization of learners.

The Desired Curriculum at Different Levels of the School System

Only five differences were found among elementary, junior, and senior high school members' views of the desired school curriculum. First, elementary school principals express less of a desire that their schools inculcate a particular school ideology in their school curriculum than secondary school principals. Second, teachers, principals, and pupils in secondary schools desire that their schools emphasize vocational preparation more than their counterparts in elementary schools. Third, the findings indicate in general that principals and teachers in elementary schools desire that lecturing be less prevalent and small group and individual instruction more prevalent than their counterparts in secondary schools. Fourth, elementary school personnel would like to use individual progress as a method of evaluation more than their colleagues in secondary schools. Fifth, teachers and pupils in junior high schools desire somewhat more frequent authoritative teacher control of pupil behavior in the classroom than their counterparts in high schools.

Dissatisfaction with the Present Curriculum at Different School Levels

Members of elementary, junior, and senior high schools differ in their overall degree of dissatisfaction with the present order of educational priorities, and with the teaching and evaluation methods being used in the present school curriculum. On the whole, principals, teachers, and pupils in high schools express a greater level of dissatisfaction with present educational priorities than their counterparts in elementary or junior high schools. Members of elementary and junior high schools are more dissatisfied with the present level of emphasis placed on vocational preparation in their schools than members of high schools. In addition, different degrees of dissatisfaction with the level of emphasis on developing individual abilities are expressed in different school levels. Principals and teachers in junior high schools are more dissatisfied with the prevalence of use of lecturing and less dissatisfied with the level of use of alternative teaching methods than their colleagues in elementary and senior high schools.
Teachers and principals in elementary schools are more dissatisfied with the present methods of evaluation used in their schools than their colleagues in junior or senior high schools. Junior high teachers and principals are more dissatisfied than high school teachers and principals who are generally satisfied with the present patterns of evaluation.

Differences in the Desired School Curriculum of Different Educational Systems

Differences in the viewpoints of members of State, State Religious, Arab, and Druse systems are found about the desired school ideology, educational priorities, use of small group and individualized instruction, the traditional characteristics of the classroom environment, and gender differentiation of the curriculum.

Although the majority of the principals indicated the desire that their school inculcate a political and/or religious ideology, principals from different school systems expressed significantly different desires about the degree to which they wish to inculcate an ideology and the nature of that ideology. These responses are highly correlated with their descriptions of the present school ideology. Three-quarters of principals from the State system desire that their schools inculcate a school ideology. The majority stress a clear political orientation to this ideology. There is a shift to the right in these orientations. The social democratic orientation is not espoused specifically in principals' statements, rather a centrist national Zionist orientation is stated. Fewer State school principals espouse a clear orientation to religion in their desired ideology. However, the majority of those who express one show a desire for a secular point of view, but a slight shift is evident to a desire to encourage a traditional orientation. Principals from the State Religious system are in agreement about the need to inculcate school ideology which has primarily religious and secondarily political orientations. The religious orientations are clearly distinguished from those of principals in the State system. However, desired political orientations do not differ significantly from those of State principals. The majority of principals in the Arab sector disavow a desire to inculcate a school ideology. However, a small increase is witnessed in the direction of having a political identity. Druse school principals evince a clear desire for ideological inculcation. Their orientation is both political and religious, and different from other groups. There is a shift in the direction of secularism and universalism.

Differences are found among educational systems in the desired levels of emphasis of four educational goals: good citizenship, developing religiosity, encouraging enjoyment of learning, and transmission of cultural heritage. There is complete agreement in the analyses only about relative differences among State, State Religious, Arab, and Druse systems in the desired level of emphasis of religiosity. Members of the State Religious system would like this goal to be emphasized greatly, whereas members of the other systems desire a low emphasis of this goal. The general picture that emerges is that State, State Religious, and Druse system members desire a greater emphasis on good citizenship than Arab system members. Members of the Jewish sector desire a greater emphasis of enjoyment of learning and transmission of culture than minority sector members.

Both principals' and teachers' findings indicate significant differences among educational systems in the desired pattern of use of instructional methods. The direction of these differences is similar only for the desired use of small group and individualized instruction. State principals and teachers would like these methods to be more prevalent in their schools than principals and teachers in other systems.

Teachers and pupils from different systems have significantly different preferences for classroom environment characteristics. In both cases these differences are most pronounced with regard to characteristics of the traditional classroom such as teacher control, competition, and traditional teaching practices. Both Arab teachers and pupils would like their classrooms to have these characteristics more frequently than other sectors. Similarly, Druse teachers and pupils would like competition to be more frequent in their classrooms than their counterparts in the Jewish sector. In addition, gender differentiation is desired only by principals and teachers in the State Religious system.

Dissatisfaction with the Present Curriculum in Different Educational Systems

Differences in the degree of dissatisfaction with the school curriculum among educational systems are found for three aspects of the curriculum: educational priorities, teaching methods, and the characteristics of the classroom environment. Although the analyses of responses from principals, teachers, and pupils all indicate significant differences in the degree of dissatisfaction among educational systems in general and specifically for different school goals, the findings from these analyses do not reveal a common pattern of differences. Evidently there are different levels of dissatisfaction among constituencies in the same system. Principals and teachers in Arab, Druse, and State Religious schools are more dissatisfied with the present patterns of use of different teaching methods than teachers in the State system. Teachers and pupils in State and State Religious schools are more dissatisfied with the characteristics of their classroom environments than their counterparts in the minority sector.

Conflicting Desires of Different Constituencies

Pupils' desires differ from those of principals and teachers regarding the level of emphasis of five goals: citizenship, acquisition of knowledge, religiosity, enjoyment of learning, and transmission of culture. Teachers and principals rank good citizenship and enjoyment of learning as high priorities (first or second rank), whereas pupils rank these goals as secondary priorities (about fourth rank). Principals and teachers rank transmission of cultural heritage as the second or third highest educational priority, but pupils rank this goal as a low priority. In addition, pupils would like significantly lower emphasis of acquisition of knowledge and skills, whereas teachers and principals would like to place slightly more emphasis on this goal.

Pupils and faculty from the same system have very different viewpoints on the desired level of emphasis of some of these goals. Arab teachers and principals rank good citizenship as a high priority, whereas Arab pupils rank this goal as a low priority. Teachers and principals in the State Religious system affirm that developing religiosity is the highest desired priority of their system, whereas pupils in this system desire that less emphasis be placed on this goal and it is ranked as a fourth priority. Divergence is found as well between pupils and faculty in the State Religious system regarding the desired importance of transmission of culture. Faculty would like to give this goal great emphasis, whereas pupils would give it the lowest priority.

Conflicting responses were also found between pupils and teachers at specific school levels. High school pupils do not choose the goal of acquiring knowledge as a desired high priority, whereas teachers do.

Classroom Environment

Teachers' and pupils' desires conflict with regard to three characteristics of the preferred classroom environment: competition, level of teacher control, and differentiation among pupils.

Pupils would like an increase in competition among pupils in the classroom, whereas teachers would like to reduce it on the whole. Teachers would like to maintain what they see as present levels of teacher control, while pupils would like to reduce the frequency of teacher control of their behavior. This is less true of Arab pupils than others. Lastly, pupils and teachers disagree particularly at the elementary level in their desires for differentiation among pupils. Pupils would like differentiation to be infrequent, whereas teachers would like it to be frequent.

Teachers and pupils from different school levels have somewhat different levels of dissatisfaction with the present characteristics of the classroom environment. Elementary school teachers are the most dissatisfied with present classroom characteristics, whereas junior high school teachers are the least dissatisfied of the school levels. In contrast, pupils in the sixth grade express less dissatisfaction with present classroom environments than pupils in higher grades.

Chapter 16

Curriculum Decision-Making and Development in the Israeli Education System — Actual and Desired

During the past two decades the Ministry of Education has voiced the desire to decentralize educational decision-making and involve lower levels of the system in curriculum development. To what extent has curriculum decision-making been decentralized? Have teachers changed from being passive consumers of curriculum to active producers of it? Are parents involved in decisions regarding curriculum and are they initiators of new curriculum directions in their schools? This study explored principals' and teachers' perspectives on control over decision-making and curriculum development in their schools.

Control over School Curriculum Decision-Making Today

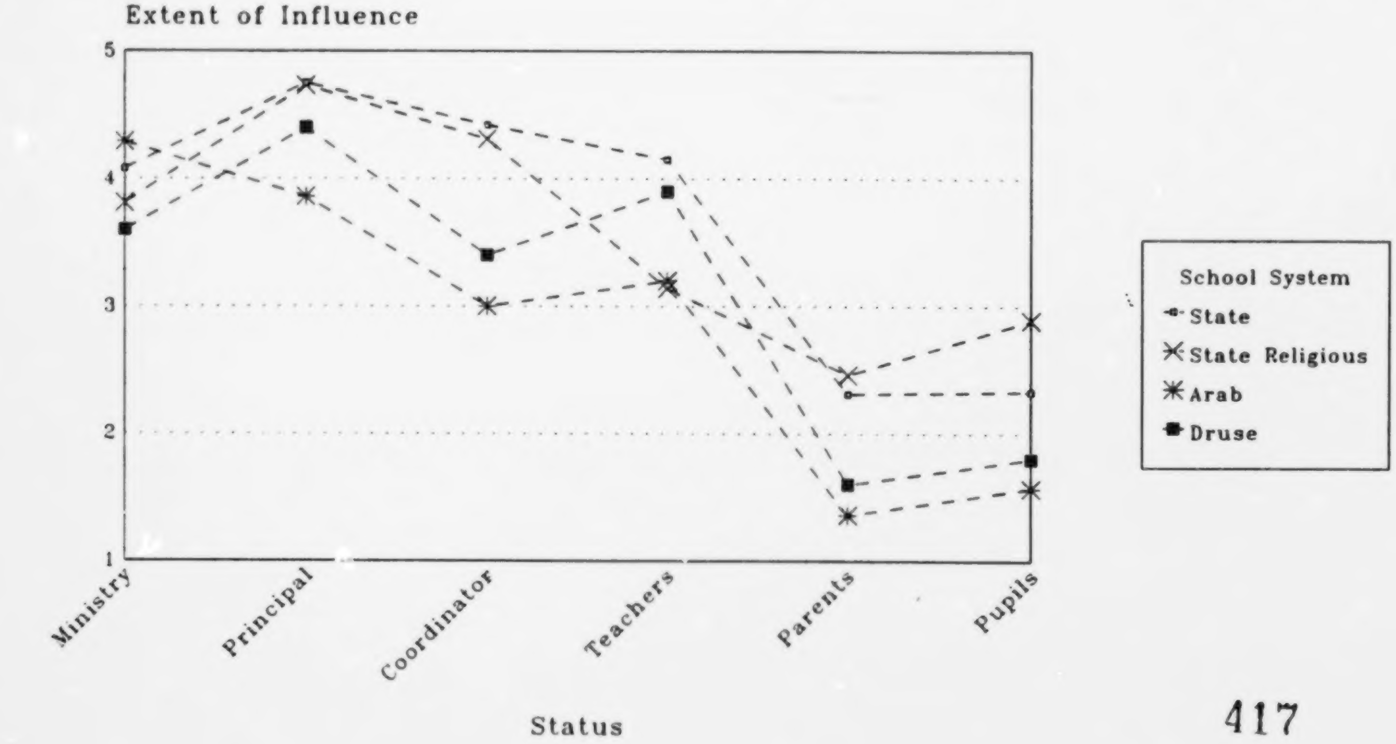
Using Tanenbaum's control graph technique, principals and teachers were asked: 1) to assess the degree of influence of six statuses over curriculum decisions in their schools today, and 2) to give their opinion about the degree of influence that they would like these statuses to have over school curriculum decisions.

Principals' Views

Figure 16.1 presents principals' perceptions of the degree of influence of the Ministry of Education, the principal, coordinators, teachers, parents, and pupils over curriculum decision-making by education system. The average influence pattern for the sample indicates that the principals view themselves as having the greatest influence over curriculum decision-making in their schools. They report that the Ministry of Education has a high degree of influence as well. Parents and pupils have little influence over curriculum decisions in principals' eyes.

Significant differences among the systems are found in the influence patterns. In the State system principals view decision-making as more participatory. Teachers and coordinators are viewed as having as much influence as the Ministry of Education over curriculum decisions in State schools. Teachers are viewed as having considerably less influence in State Religious, Arab, and Druse schools. In these systems decision-making is a top-down process. The Arab system's profile indicates the most centralized pattern of decision-making of the four systems.

FIGURE 16.1
PRINCIPALS' PERCEPTIONS OF THE ACTUAL INFLUENCE OF STATUSES OVER CURRICULUM DECISIONS BY SYSTEM



Key: 1=none; 2=little; 3=moderate;
4=great; 5=very great

4/6

The Ministry of Education is attributed the most influence over decision-making, significantly more influence than in other systems. Arab principals rate themselves as having considerably less influence than the Ministry of Education and significantly less influence than their counterparts in other systems.

Jewish and minority principals' assessments of the influence of coordinators, parents, and pupils are significantly different. In all cases the Jewish principals attribute more influence to these statuses than Arab or Druse principals. Coordinators, parents, and pupils have the lowest level of influence in the Arab sector. In contrast, State Religious system principals attribute more influence than other systems to parents and pupils.

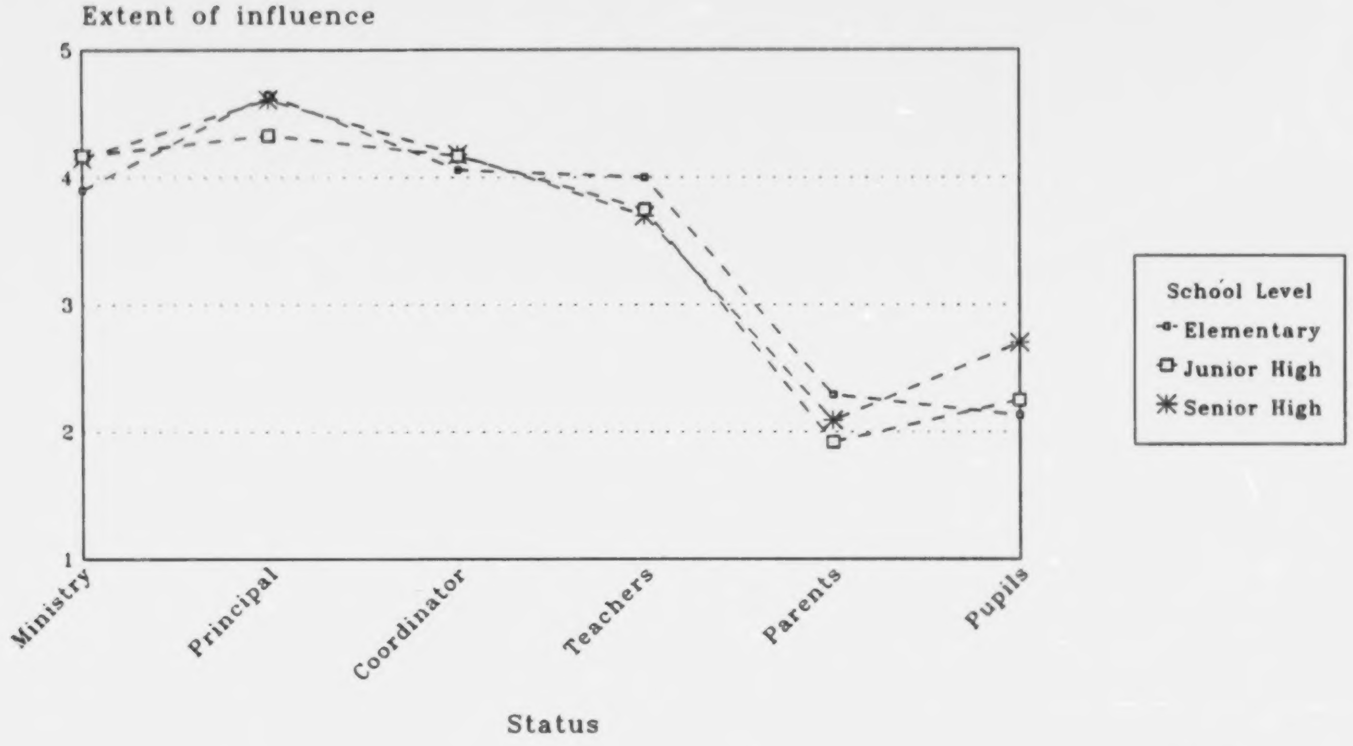
Figure 16.2 shows elementary, junior high, and senior high principals' perceptions of the degree of influence of different statuses over curriculum decision-making. Although the control curves for all school levels indicate similar high levels of influence of the Ministry, principals, coordinators, and teachers, and low levels of influence of parents and pupils, significant differences are found among the school levels. Elementary school principals attribute a lower level of influence to the Ministry of Education than other levels and a higher level of influence to teachers and parents than upper school levels. Junior high principals attribute to themselves a lower level of influence than their counterparts. High school principals say that high school pupils have some influence over curriculum decision-making, whereas elementary and junior high principals report that pupils have little influence on curriculum decisions.

Teachers' Views

Figure 16.3 presents the perceptions of teachers from different systems of the degree of influence over school curriculum decision-making of the Ministry of Education, the school principal, subject or grade coordinators, teachers, parents, and pupils at the present time. The general pattern of the control curves are similar for the systems. They indicate that teachers view curriculum decision-making as a top-down process. However, the greatest amount of influence is not concentrated solely in the hands of the Ministry of Education. The school principal is viewed as having as great or more influence than the ministry on curriculum decision-making. All other statuses have much less influence. Parents and pupils have very little to no influence in the eyes of teachers.

Analysis of variance by system and level of schooling was performed to determine whether significant differences in control curves exist among the systems and school levels. Significant differences were found among systems for the degree of influence of each and every status in the system. Of the four systems, Arab teachers attribute the least amount of influence to the Ministry of Education, even though it has more influence than other statuses in the Arab sector. State and Druse teachers attest to a greater level of influence of the Ministry of Education on their schools' curriculum decisions, whereas State Religious school teachers attribute the greatest influence to the Ministry. Jewish teachers report significantly greater influence of their

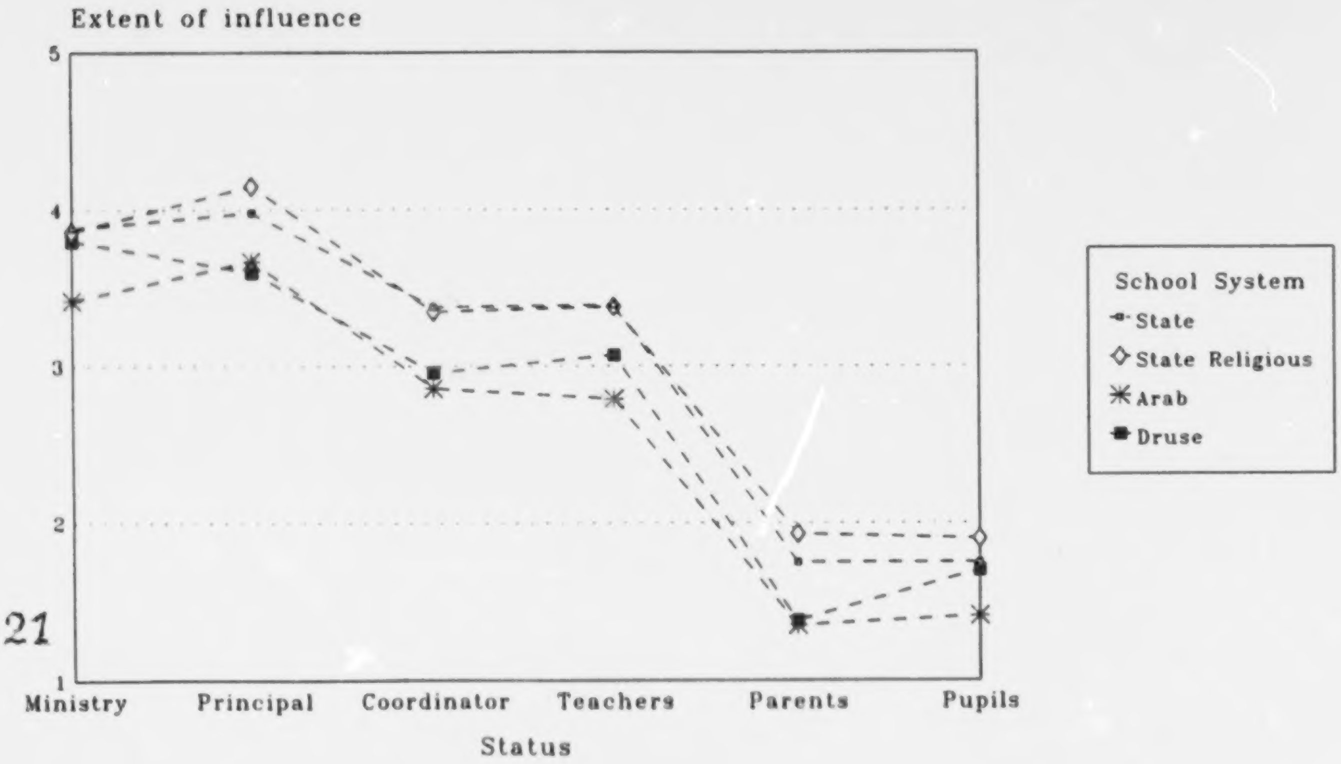
FIGURE 16.2
PRINCIPALS' PERCEPTIONS OF THE ACTUAL INFLUENCE OF STATUSES OVER CURRICULUM DECISIONS BY SCHOOL LEVEL



Key: 1=none; 2=little; 3=moderate;
4=great; 5=very great

FIGURE 16.3

TEACHERS' PERCEPTIONS OF THE ACTUAL INFLUENCE OF STATUSES OVER CURRICULUM DECISIONS BY SYSTEM



Key: 1=none; 2=little; 3=moderate; 4=great; 5=very great principals over curriculum decisions than minority teachers. Similarly, coordinators are attributed significantly greater influence in the Jewish schools than in minority schools. More variation among the systems is apparent regarding the rest of the statuses. Jewish teachers attribute to themselves greater influence than Druse and Arab teachers. However, Druse teachers report a higher level of influence than their Arab counterparts. In the case of parents and pupils, State Religious system teachers report greater degrees of influence than other systems, whereas Arab system teachers report that parents and pupils have the lowest levels of influence of the systems. In general, the Druse system's control curve indicates that teachers perceive the system as more highly centralized than other systems.

Significant differences were also found among elementary, junior high, and senior high schools in the levels of influence of the principal, teachers, parents, and pupils. Figure 16.4 presents the average scores for degree of influence reported by teachers in elementary, junior and senior high schools. The control curve for elementary schools differs from that of junior and senior high schools. Elementary school teachers perceive a lower level of centralization of curriculum decision-making in their schools. They attribute greater influence to their principals than to the ministry. In addition, they perceive teachers as having significantly greater influence on curriculum decisions than do their counterparts on the secondary level.

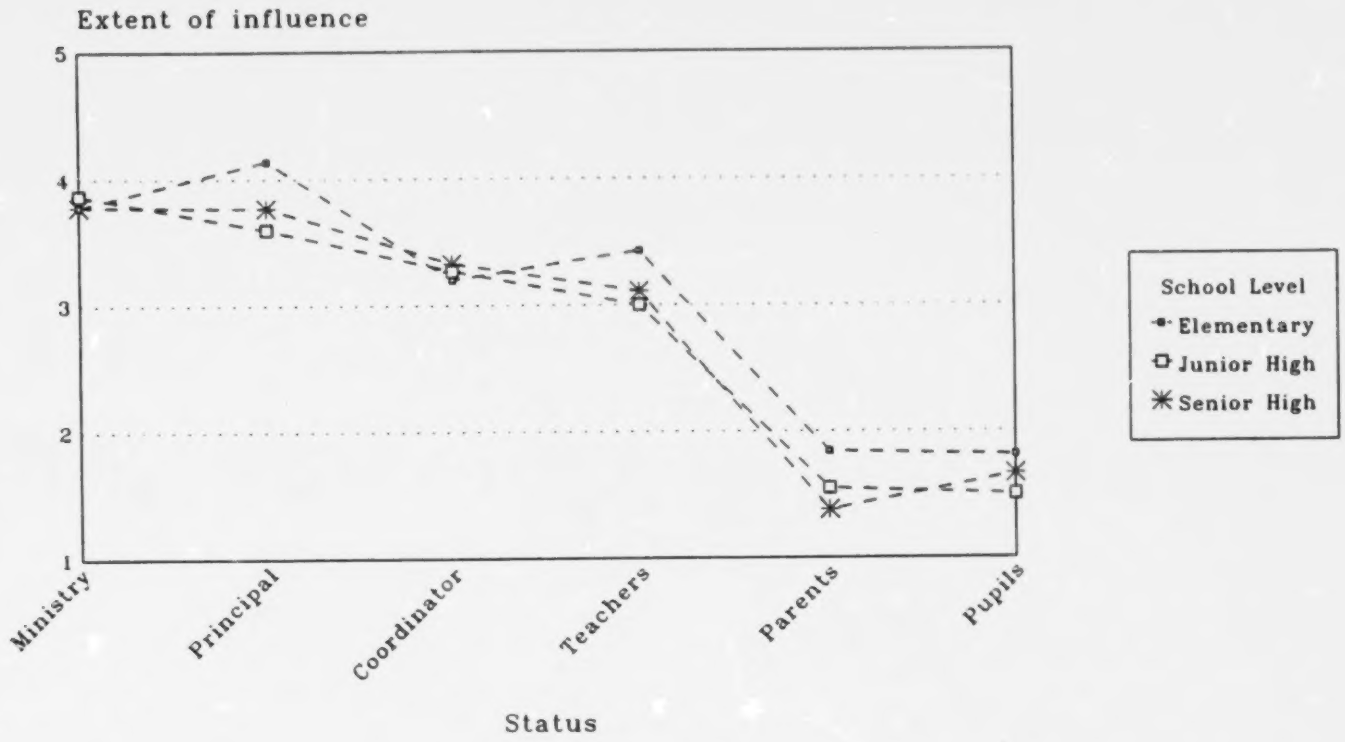
Significant interaction effects between system and school level were also found for the ministry's, principals', and coordinators' influence on curriculum decisions. These findings indicate that the level of influence of these statuses for each level of schooling differs among the systems. For instance, in State, State Religious, and Arab schools the elementary school principal is attributed more influence than the secondary school principal, whereas in the Druse sector the influence of the high school principal is rated higher than the influence of lower level principals.

A Comparison of Teachers' and Principals' Views of Decision-Making

The perspectives of teachers and principals on patterns of curriculum decision-making are similar but not identical. Curriculum decision-making is no longer totally centralized in the Ministry of Education. Today the principal of the school is viewed as having for the most part a great deal of influence on these decisions. Teachers have some influence, but significantly less than the former statuses. Parents and pupils are still at the bottom of the pyramid and have little to no influence over curriculum decisions.

The patterns of influence differ among the systems according to both teachers and principals. According to both teachers and principals, parents and pupils are attributed more influence in the State Religious system than other systems, whereas in the Arab system they are attributed the least amount of influence. Principals and teachers differ in the perception of the relative influence of other statuses. Of particular interest is the contrast between the control curve for the Druse and Arab sectors in the eyes of teachers and principals. Arab principals perceive the decision-making process as highly centralized at the pinnacle of the system, whereas

FIGURE 16.4
TEACHERS' PERCEPTIONS OF THE ACTUAL INFLUENCE OF STATUSES OVER CURRICULUM DECISIONS BY SCHOOL LEVEL



Key: 1=none; 2=little; 3=moderate;
4=great; 5=very great

teachers in the Arab sector perceive it as less centralized; they view the principal as the key authority in the process. Druse principals view themselves as more influential than the ministry, whereas Druse teachers disagree and see the decision-making process as controlled by the ministry.

Teachers and principals in elementary schools concur that the principal has the greatest influence on curriculum decisions in the elementary school and that the principal's influence is significantly greater than that of the Ministry of Education. Elementary school principals and teachers rated the degree of influence of teachers significantly higher than their peers in the secondary school. But they differ in their assessment of the degree of influence of teachers.

Junior and senior high teachers view the decision-making process as more centralized than junior and senior high principals.

Desired Control over Curriculum Decision-Making

Principals' Perspectives

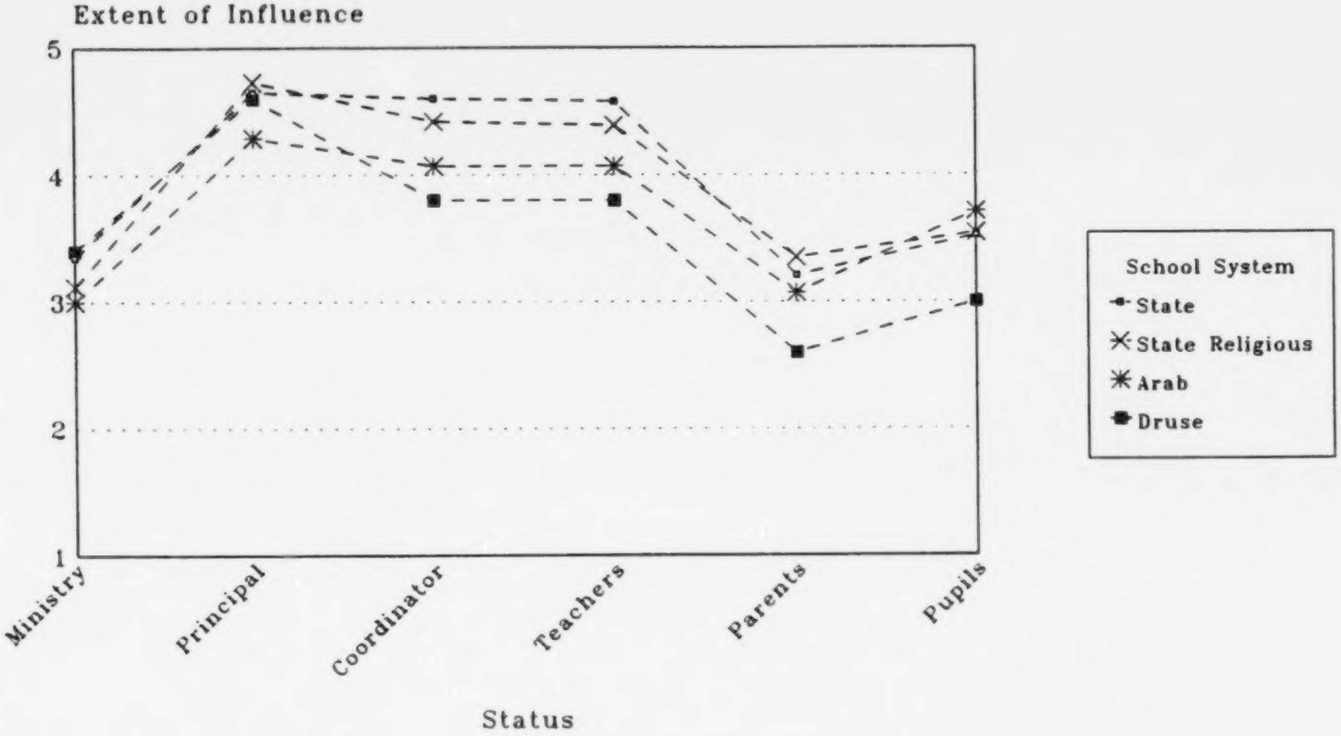
Figure 16.5 presents principals' perceptions of the degree of influence that the Ministry of Education, the principal, teachers, coordinators, parents, and pupils should have over curriculum decision-making. Principals from all systems desire more decentralization of decision-making in terms of lessening the influence of the Ministry of Education and increasing the influence of parents and especially pupils on curriculum decision-making.

Significant differences among the systems are found in the desired patterns of influence. Principals in the Druse system think that curriculum decisions should be primarily in the hands of the principal and that significantly less influence should be given other statuses in the system. In contrast, both State and Arab system principals would be willing to share equal degrees of influence with coordinators and teachers in their schools. Interestingly, Arab principals would like pupils to have more influence over curriculum decisions than their colleagues desire.

Figure 16.6 shows the principals' perceptions of the desired patterns of influence over curriculum decisions by school level. The patterns of influence desired by elementary and junior high principals are very similar and differ significantly from those desired by high school principals. They desire more decentralization and more participation of teachers, parents, and pupils in the process. Although high school principals would also like decentralization in terms of a decrease in the influence of the Ministry of Education, they would like to preserve their hegemony of influence over this process and would like less participation of other statuses in it.

To compare the actual and desired patterns of influence for the systems, we ran manova for repeated measures by system separately for elementary, junior and senior high principals. Results of these tests (see Appendix Table A16.1) show significant differences between actual and desired influence patterns, in the levels of influences of the statuses, and a significant interaction of time by status for all school levels. These findings indicate that principals are dissatisfied with the present patterns of influence over curriculum decision-making. On the whole

FIGURE 16.5
PRINCIPALS' PERCEPTIONS OF THE DESIRED INFLUENCE OF STATUSES OVER CURRICULUM DECISIONS BY THE SYSTEM

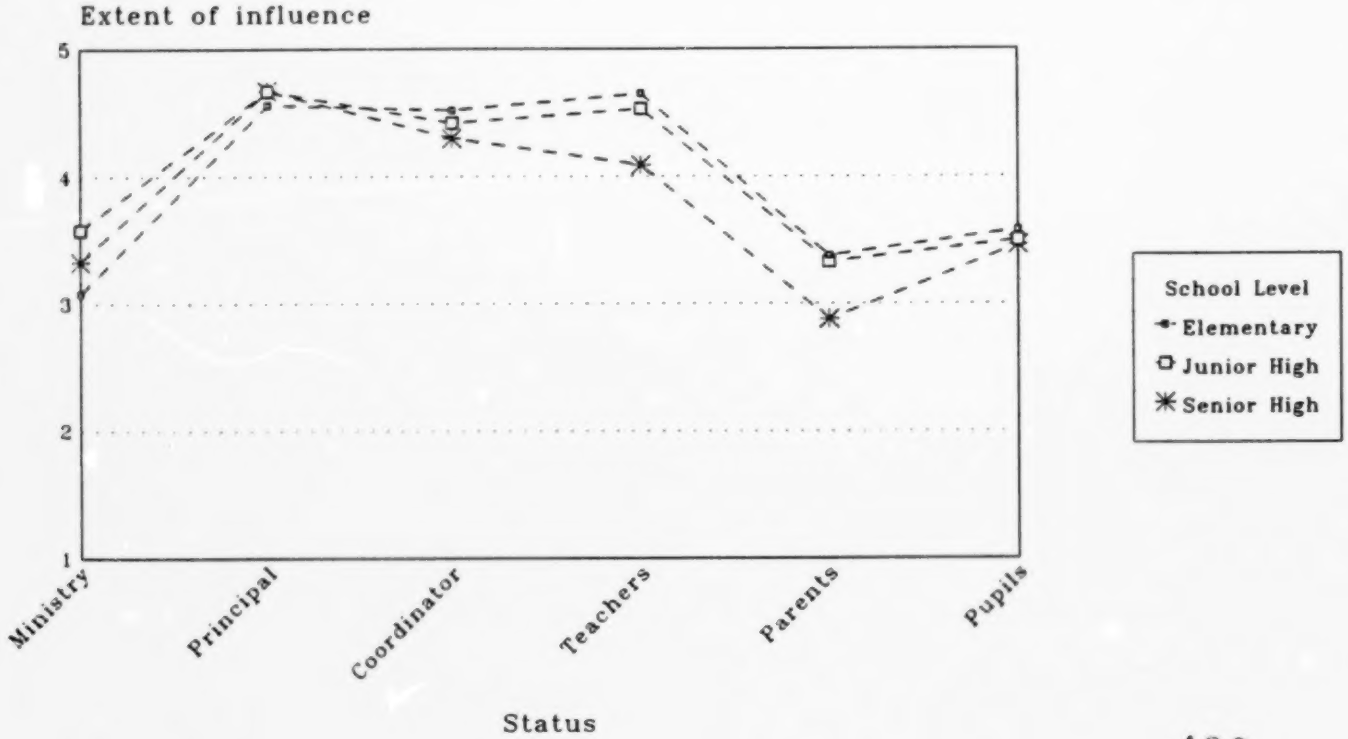


Key: 1=none; 2=little; 3=moderate;
4=great; 5=very great

427

428

FIGURE 16.6
PRINCIPALS' PERCEPTIONS OF THE DESIRED INFLUENCE OF STATUSES OVER CURRICULUM DECISIONS BY SCHOOL LEVEL



Key: 1=none; 2=little; 3=moderate;
4=great; 5=very great

they would like to decrease the influence of the Ministry of Education over this process and increase the influence of other members of the system. The principals desire a greater increase in the influence of parents and pupils than other statuses.

For the elementary and junior high levels significant differences were found among systems, and for the senior high level a significant interaction of system and status was found. On the elementary level the main difference found among systems is the greater dissatisfaction of Arab principals with the present pattern of influence over curriculum than principals from other systems. On the junior high level Arab and Druse principals express significantly greater dissatisfaction with the present situation than principals in State or State Religious schools.

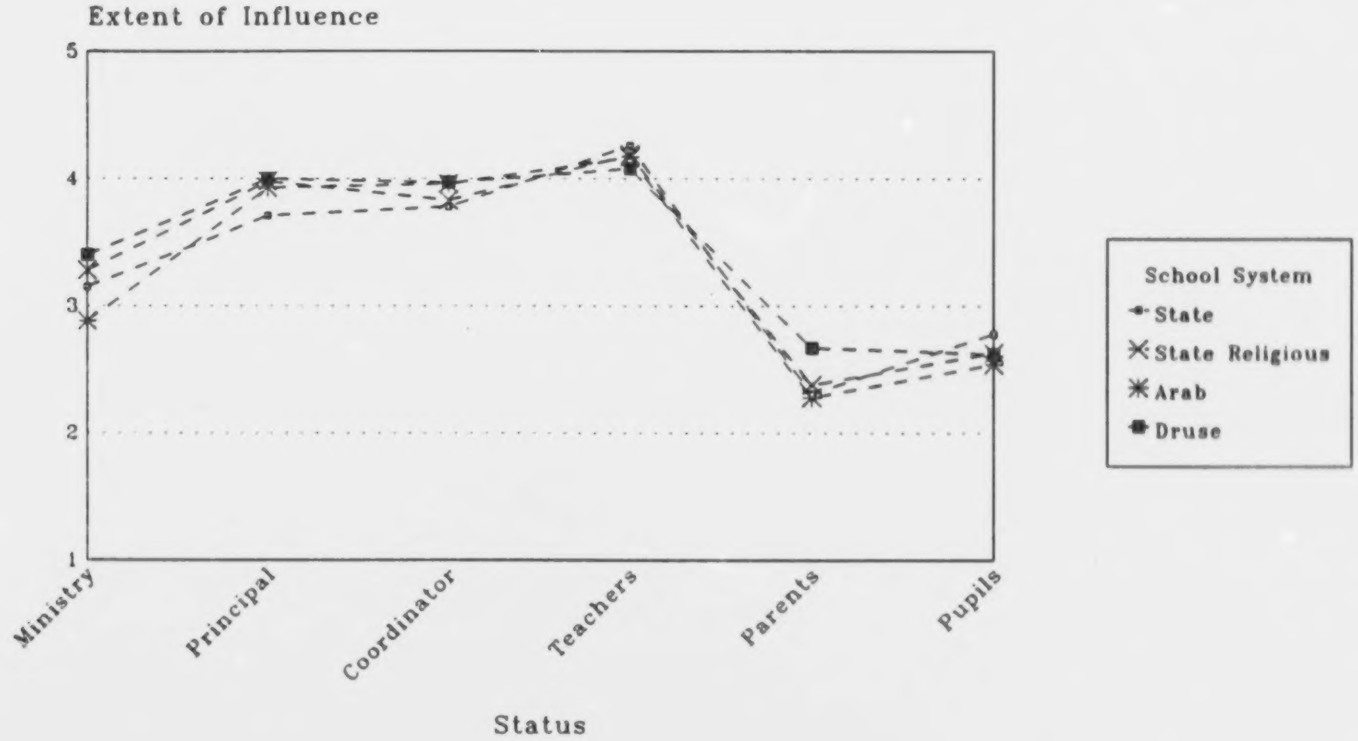
Teachers' Perspectives

Figure 16.7 presents teachers' perceptions of the desired degree of influence over curriculum decisions for statuses in the education system. The desired control curves are radically different from those presented in Figure 16.3. They show a desire for decentralization of decision-making and an increase in the influence of lower levels in the hierarchy on curriculum decisions. Teachers would like their peers to have influence on curriculum decisions at a level equivalent to or greater than their principals. They would like to reduce the degree of influence that the ministry has on curriculum decisions. In addition, they would like to increase the degree of influence that parents and especially pupils have on these decisions.

Analyses of variance by system and school level show significant variance among the systems in the desired degree of influence for all statuses except that of the teacher. Of the four systems, Druse teachers would like the Ministry of Education to have the most influence, whereas Arab teachers would like it to have the least amount of influence. State system teachers wish their principals to have significantly less influence than other systems. Both Druse and Arab teachers would like coordinators to have greater influence than Jewish school teachers. Druse teachers prefer that parents have a greater degree of influence on curriculum decisions than teachers from other systems, whereas State system teachers desire greater influence for pupils than other systems.

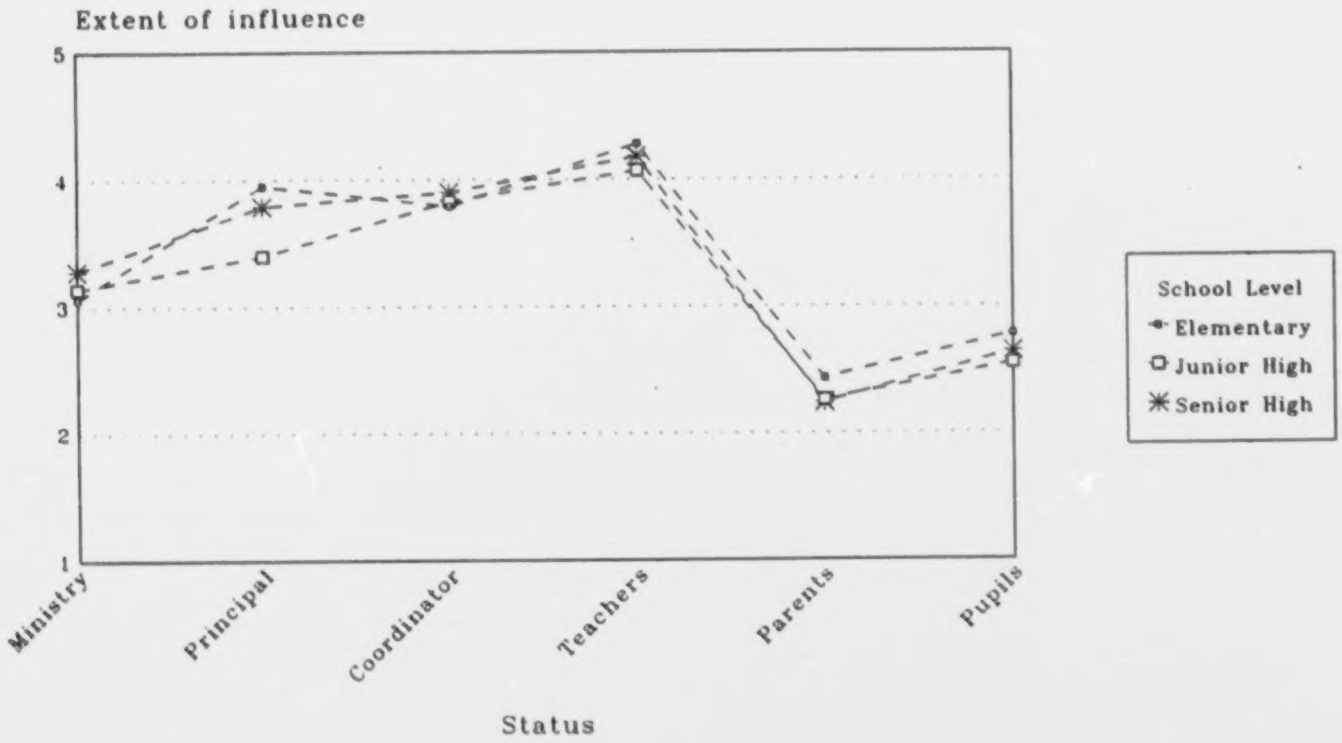
Significant differences in the perceptions of elementary, junior, and senior high teachers of the desired pattern of decision-making are also found. Figure 16.8 presents the control curves for the three levels of schooling. Elementary school teachers would like principals, teachers, parents, and pupils to have greater influence on curriculum decisions than junior or senior high teachers. Junior high teachers desire significantly lower levels of influence for their principals than teachers at other school levels. Senior high teachers would like greater influence of the ministry and of coordinators on curriculum decisions than teachers from lower school levels. They are willing to give their principals, teachers, and pupils greater influence than junior high teachers.

FIGURE 16.7
TEACHERS' PERCEPTIONS OF THE DESIRED INFLUENCE OF STATUSES OVER CURRICULUM DECISIONS BY SYSTEM



Key: 1=none; 2=little; 3=moderate;
4=great; 5=very great

FIGURE 16.8
TEACHERS' PERCEPTIONS OF THE DESIRED INFLUENCE OF STATUSES OVER CURRICULUM DECISIONS BY SCHOOL LEVEL



Key: 1=none; 2=little; 3=moderate;
4=great; 5=very great

In order to compare teachers' perceptions of the present influence structure with the desired influence structure, manova for repeated measures by system was performed separately for elementary, junior, and senior high levels (see Appendix Table A16.2). All sources of variance were found significant in analyses for elementary and high schools. For junior high schools all sources of variance were found to be significant except for time by system. These findings indicate that there exists an overall difference in the perceptions of influence structure among systems, an overall difference between present influence structures and desired ones, as well as different patterns of discrepancies between the present and desired influence levels for different statuses in the system among the systems.

These findings show that teachers from different systems disagree about the direction of change necessary in the system with regard to the level of influence of all statuses except for the principal. Jewish sector teachers wish to reduce the influence of the principal, whereas minority sector teachers would like to increase their principal's influence. In all other cases teachers are in agreement about the direction of change, and the differences between the systems are a matter of the size of the gap between the present and desired level of influence of the statuses. Jewish sector teachers wish to reduce the influence of the ministry more than minority sector teachers. The opposite is true for coordinators, teachers, and parents. Minority teachers desire a greater increase in the influence of these statuses than Jewish teachers. In contrast, in the case of pupils, State and Arab teachers desire a greater increase in their influence than State Religious and Druse teachers.

Tanenbaum proposed that discrepancies between actual and desired states reflect the degree of dissatisfaction with decision-making processes. These findings show that teachers in the Arab and Druse systems are more dissatisfied with the structure of influence over curriculum decisions than other systems.

A Comparison of Principals' and Teachers' Views of Desired Influence Patterns

Principals and teachers agree that the influence of the Ministry of Education should be reduced and that teachers, parents and pupils should have more influence over curriculum decision-making. However, they disagree about the relative level of influence that principals as opposed to teachers should have on curriculum decision-making. Principals would like to maintain their greater level of influence relative to teachers, whereas teachers would like to have greater influence than their principals.

The degree of dissatisfaction of teachers and principals with present curriculum decision-making differs among the systems. In both cases dissatisfaction is greatest in the Arab schools.

The Development of New Curriculum

To what extent does the general picture of curriculum decision-making described above also obtain for the development of new curriculum? Who initiates this curriculum development? To what extent are teachers involved in curriculum development? Both principals and teachers were asked to identify the initiators of new curriculum in their schools and to assess the degree to which teachers in their schools were involved in the development of curriculum or learning materials or the adaptation of curriculum developed by external agents to their school and classroom.

Principals' Views about New Curriculum Development

Principals of all systems and school levels concur in their responses about the initiators of new curriculum in the schools. In their eyes the key initiators are teachers and principals. Arab and Druse principals reported that the inspector of schools, parents, and interest groups had no role in initiating new curriculum in their schools. Seventeen percent of principals in State Religious schools mentioned the involvement of inspectors of schools, while 4 percent mentioned parents as initiators. Seventeen percent of principals in State schools mentioned parents as initiators, whereas 4 percent mentioned inspectors as initiators. Interest groups have no role in initiating curriculum in the Jewish sector. Pupils were mentioned as involved in initiating curriculum in only a few schools. They were mentioned more frequently in Arab schools than in other systems.

Teachers' Views about New Curriculum Development

Table 16.1 presents teachers' reports of the initiators of new curriculum in their schools by system for elementary, junior, and senior high schools. Elementary schools differ from secondary schools in the relative role of the principal and teachers in the initiation of new curriculum development. On the elementary level the majority of teachers give credit both to the principal and the teachers, whereas in junior and senior high schools, teachers attribute the major role of initiation to fellow teachers. The inspector of schools is seen as involved in the initiation of new curriculum to a greater extent on both the elementary and senior high levels, but few teachers credit the inspector with this role. Pupils, parents, and interest groups have participated in initiation to a lesser extent in all levels of the system.

Significant differences are found in the responses of teachers from different systems at each school level regarding the roles of certain statuses. On the elementary level fewer Druse teachers attribute the initiation of curriculum to their principals in comparison to other systems. On the other hand, more Arab teachers indicate that parents initiated new curriculum than other sectors. On the junior high level significant differences among systems are found in the percent

TABLE 16.1

TEACHERS' REPORTS OF INITIATORS OF NEW CURRICULUM BY SCHOOL LEVEL AND SYSTEM

(in percent)

	System				
	T	State	State Rel.	Arab	Druse
Elementary	N=397				
Inspector	15	11	15	24	24
Principal[1]	73	79	72	66	35
Teachers	67	68	66	63	76
Pupils	3	3	2	6	6
Parents[2]	6	4	3	19	6
Interest group	4	3	8	3	0
Junior High	N=62				
Inspector[3]	9	8	0	29	40
Principal	44	35	64	71	30
Teachers[4]	81	94	73	43	70
Pupils	6	3	9	29	0
Parents	3	3	0	14	0
Interest group	5	3	9	14	0
High	N=228				
Inspector	12	10	14	8	25
Principal	43	38	54	33	58
Teachers[5]	82	85	76	92	50
Pupils[6]	4	1	6	17	17
Parents[7]	3	1	4	17	0
Interest group	4	6	0	0	8

Note: 1 $\chi^2 = 18.4, p<.001$; 2 $\chi^2 = 23.7, p<.001$; 3 $\chi^2 = 9.1, p<.05$; 4 $\chi^2 = 11.5, p<.01$; 5 $\chi^2 = 11.06, p=.01$; 6 $\chi^2 = 13.65, p<.01$; 7 $\chi^2 = 10.98, p=.01$

of teachers reporting that the inspector and teachers initiated new curriculum. The inspector's role is mentioned most by Druse teachers, next most by Arab teachers, and least by State Religious teachers. State system teachers in junior high schools attribute initiation more to teachers than other systems, whereas Arab teachers report the least teacher initiatives of the systems. Differences among the systems on the high school level are found regarding the relative contribution of teachers, pupils, and parents. More Arab teachers report the role of parents and pupils in initiating new curriculum. Druse teachers credit teachers with initiating new curriculum less than other teachers.

A Comparison of Principals' and Teachers' Perceptions of Curriculum Initiation

These findings show that the initiation of new curriculum is not centralized. Teachers play an important role in the initiation of new curriculum particularly on the secondary level. However, the role of pupils and parents is very limited.

Principals and teachers both report that new curriculum is initiated within the school by principals and teachers. Their responses also concur about the roles of inspectors, parents, pupils, and interest groups in this process. For the most part these statuses are not involved or have limited involvement in the initiation of new curriculum.

Teachers' responses differ from those of the principals in that they reveal significant differences among the systems and school levels in the involvement of different statuses in the initiation of curriculum.

The Role of Teachers in Curriculum Development: Consumer, Joint Producer or Autonomous Developer

Principals' Views of Teachers' Roles in Curriculum Development

Principals were asked to report the extent to which teachers in their schools developed learning materials and new curriculum. On the average they reported that teachers do a moderate amount of materials development and a limited amount of curriculum development. Statistical analyses found no significant differences among systems or school levels for teachers' material development. But, significant differences were found among systems for the degree of teacher involvement in curriculum development. Teachers in the State system are reported to have the highest involvement, those in the State Religious system the next highest, then Druse teachers and last Arab teachers. Although no significant differences were found among school levels for curriculum development, the means for elementary, junior, and senior high schools show a gradual increase in teacher involvement in this activity from elementary school to high school.

439

Teachers' Views of their Role in Curriculum Development

It is one thing to be an initiator and another to be an adaptor of curriculum or a developer. Teachers were asked to what extent they fill these additional roles in the process of curriculum development. Table 16.2 shows the means and standard deviations for teachers' responses to these questions by system. On the whole, teachers report very little involvement in adapting curriculum to the needs of their school and classroom and in developing new curriculum. They report a moderate degree of learning material development.

TABLE 16.2

MEANS AND STANDARD DEVIATIONS OF TEACHERS' REPORTS OF TEACHER INVOLVEMENT IN MATERIAL AND CURRICULUM DEVELOPMENT AND ADAPTATION OF CURRICULUM BY SYSTEM

	State		State Religious		Arab		Druse	
	x	sd	x	sd	x	sd	x	sd
Curriculum Development[a]	2.24	1.0	2.17	.9	1.60	.8	1.83	.8
Material Development	3.24	.9	3.01	.9	2.70	1.1	2.98	.9
Adaptation[b]	4.26	1.2	4.03	1.3	3.16	1.4	3.66	1.4

Note: [a] 1=none, 2=little, 3=moderate, 4=great
[b] 1=none, 2=little, 3=moderate, 4=great, 5=very great
State - N=542, State Religious - N=232, Arab - N=182, Druse - N=64

Two-way analyses of variance by system and school level for these variables found significant differences among systems and among school levels for all variables, and significant interaction effects for adaptation of curriculum and the development of learning materials. Teachers in State schools report the most involvement in the development of learning materials and adaptation of curriculum, whereas Arab teachers report the least involvement. Teachers in the Jewish sector are more involved in curriculum development than those in Arab or Druse schools. Elementary school teachers report more materials development and curriculum development than secondary school teachers. Both elementary and junior high teachers adapt curriculum to local needs more than high school teachers. Interaction effects indicate that junior high school teachers in Arab and Druse schools are more involved in materials development and adapting curriculum than elementary or senior high teachers in their systems, whereas in Jewish schools the elementary school teacher is the most involved in these activities.

In summary, principal and teacher responses show that for the most part the teacher in the education system is still fulfilling the role of active consumer of curriculum rather than joint or autonomous curriculum developer. Statistical analyses of both teachers' and principals' responses revealed that teachers in the State system are more involved in curriculum development than other systems. However, teachers' and principals' reports differ as to which aspects of curriculum development they are more involved in.

Incompatibility of principals' and teachers' responses is also found in the analyses of difference among school levels. No significant differences were found among the levels according to principals' responses. According to their reports, a gradual increase in teachers' involvement in curriculum development from elementary to secondary levels was found. In contrast, significant differences were found in teachers' responses on the elementary and secondary levels. Elementary school teachers report a significantly greater degree of materials development, adaptation of curriculum, and curriculum development than secondary teachers.

Demands and School Responsiveness

Principals were asked, "To what extent have pupils, parents, and representatives of the community turned to you with requests or demands about the school curriculum?" They rated the amount of such demands from each party on a Likert scale of no demands to a very great number of demands. Table 16.3 presents the means for their responses for the total sample and for each system. Principals reported few requests from parents and community representatives. They reported more demands from pupils. No significant differences among systems or school levels were found for the amount of demands from the community. Significant differences were found among systems for the amount of parent demands. Principals in Jewish schools reported more demands from parents than Druse or Arab principals. Significant differences were found among school levels for the amount of pupil demands. A significant step-wise increase in demand occurs from elementary to junior high and from junior high to senior high. At the senior high level principals report a great number of requests and demands by pupils regarding the curriculum.

After principals related the requests or demands of each party that they had received during the past two years, principals were asked in an open ended question to describe how they responded to these requests. The principals' responses were rated on a scale of one to five for their degree of positive response to the requests. A rating of one was given for the rejection of the request, two for a willingness to discuss and look into it, three for an agreement with the request without an attempt to fulfill it, four for agreement with planning to fulfill the request,

TABLE 16.3

PRINCIPALS' PERCEPTION OF THE AMOUNT OF CURRICULUM DEMANDS OF PARENTS, PUPILS, AND COMMUNITY BY SYSTEM

	System				
	Total	State	State Rel.	Arab	Druse
Demands	x	x	x	x	x
Parent	2.50	2.78	2.45	1.81	2.00
Pupil	3.07	3.16	3.10	2.75	3.00
Community	2.13	2.26	2.32	1.56	1.60

Note: 1=none, 2=little, 3=moderate, 4=great, 5=very great
Total - N=101, State - N=51, State Religious - N=29, Arab - N=16, Druse - N=5

and five for agreement with implementation. The average response of principals was agreement without an attempt to fulfill the request or agreement with planning. No significant differences were found among systems or school levels in the degree of responsiveness. However, means for the systems indicate less positive responses for the Druse system as compared to other systems. In addition, reported responsiveness increased gradually from elementary to secondary levels.

Summary

The process of curriculum development entails decision-making about curriculum goals, content and methods, the initiation of new curriculum development, the adaptation of curriculum to the needs of pupils, and the development of materials and new curriculum. Based on the foregoing analysis, we may conclude that curriculum decision-making in the Israel education system today is still a top-down process, but it is less centralized at the pinnacle of the system, the Ministry of Education, than it was in the past. The principal has a great deal of influence on curriculum decisions and teachers have some influence as well. However, the consumers of education have little influence over these decisions.

The initiation of new curriculum is not a top-down process. Principals and teachers concur that teachers and principals are the prime movers and not the Ministry of Education.

Parents and the community have little involvement in the initiation of new curriculum. According to the principal they make few demands on the school with regard to the curriculum. Elementary and junior high pupils, like parents, make few demands and thereby do not initiate. However, high school pupils are attributed a limited amount of influence on the initiation of new curriculum by principals and teachers.

For the most part, teachers are not active producers of curriculum, rather they are active consumers.

Differences are found among the systems and school levels in the degree of decentralization of decision-making, parent involvement in curriculum initiation, and teacher involvement in curriculum development. The elementary school in the State system has more decentralized decision-making and more teacher curriculum development that other sectors of the education system. The Arab and Druse systems have more highly centralized curriculum decision-making processes.

There is general dissatisfaction with present patterns of influence over curriculum decisions in the education system. Both principals and teachers would like the curriculum decision-making process to be more decentralized and participatory. They both would like to decrease the influence of the ministry and increase the influence of teachers, parents, and pupils. Arab principals and teachers are the most dissatisfied with the present situation and desire more radical change than other systems. Principals' and teachers' perspectives differ on the relative influence of their respective statuses on the decision-making process. Principals would like to maintain their higher level of influence over curriculum decision-making, whereas teachers would like to attain the highest level of influence over curriculum decisions.

PART IV:

CONCLUSION

Chapter 17

Conclusion: A Comprehensive Picture of Commonality and Diversity in the Israeli Education System and Its Implications for Israeli Society

The decade of the 1980s was a period of ferment, debate, and further transformation of Israeli society and its institutions. The purpose of this study was to examine the nature of culture and curriculum in the Israeli educational system that emerged at the end of this decade.

This study explored three major questions:

1. To what extent is there a common basic curriculum in the Israeli school system today, and what are its characteristics?
2. What distinctive sub-cultures are apparent in the Israeli educational system today, and how does the curriculum reflect them?
3. Who controls school curriculum decision-making and development in the Israeli education system?

The first two questions were investigated by a study of three levels of the curriculum — the explicit, implicit, and ideal — in a representative sample of schools in the Israeli public school system. The analysis of the explicit or formal curriculum included analysis of the Ministry of Education's curriculum requirements and recommendations, as well as the formal programs of study in the schools in our sample. Basing our analysis on the phenomenological approach, the implicit and ideal curricula were studied by analyzing and comparing the perspectives of principals, teachers, pupils, and parents concerning the present school curriculum in their schools and concerning the desired curriculum for their schools. Seven elements of school curriculum were investigated at all levels of analysis: educational priorities and school ideology, the contents of the curriculum, teaching and evaluation methods, informal education activities, and the organization of pupils. The third question was studied subjectively as well by exploring the views of principals and teachers about the degree of influence of different constituencies on school curriculum decisions, and on the initiation of new curricula, and the teachers' role in development of school curriculum.

The first part of this chapter synthesizes the findings presented in previous chapters and draws conclusions regarding the characteristics of Israeli educational institutions today. In the second part of the chapter we discuss the implications of these characteristics for Israeli society and the socialization of the next generation. We conclude with a number of recommendations for future educational policy and educational research.

Unity and Diversity in the Israeli Curriculum Today

The Israeli public education system in the nineties is highly differentiated and pluralistic. School curricula share minimal common characteristics. The ends, means, and contents of curriculum are differentiated sectorally between Jewish and minority sectors. These sectors are further divided into four sub-systems (State, State Religious, Arab, and Druse) which reflect different sub-cultures which have different spectrums of political-religious ideologies and ways of life. These sub-systems have different formal and implicit curricula. Within these systems further differentiation is found on the bases of school level, educational orientations, organizational structure and community characteristics. Although we hypothesized the existence of a larger number of distinctive types of school culture, this study identified thirty-two distinctive types of school cultures and curricula which emerge from the intersection of school level, educational system, and pedagogical orientation or organizational structure.

The Minimalist Common Curriculum

These diverse school curricula have a limited common framework. This study identified a number of basic features of this common curriculum. First, the top educational priority of the system is the acquisition of knowledge and skills in the basic subjects of mathematics, English, and Hebrew. Mathematics, English, and Hebrew are required subjects for all systems and school levels and are usually assigned more recommended hours of instruction by the Ministry of Education than other subjects. In school class schedules these subjects also receive more hours of instruction on the average than other subjects in the curriculum. The objectives, contents, pedagogical approach, and standards of evaluation for teaching mathematics and English are similar in the educational systems. Parents and pupils reported that mathematics and English are the subjects most emphasized in the public education system. Hebrew is less emphasized than these two subjects and some of the objectives and contents of the instruction of Hebrew language and literature differ among the education systems.

Second, some less-valued educational priorities and areas of knowledge are also held in common. Vocational preparation is given moderate to low emphasis as an educational objective throughout the public school system. Physical education, arts and music, and special curricula are the subjects least emphasized by the schools.

A third common characteristic of Israeli curriculum is tracking of pupils according to their academic achievements. In the formal curriculum, clearly differentiated syllabi by achievement level appear in mathematics in the elementary school and are expanded to include Hebrew reading and the sciences in the middle grades. In the senior high school the curriculum is fully differentiated by curriculum track. Tracking is pervasive in the schools in our sample at all levels of the system. The subjects most commonly tracked are mathematics and English.

The syllabi of the Ministry of Education's formal curriculum do not require or recommend specific methods of instruction, forms of discipline, and evaluation procedures. However, our findings reveal that in practice three pedagogical methods are common in the majority of schools. First, lecturing is the prevalent mode of instruction of all subjects and limited use is made of alternative methods of instruction. Second, the pervasive methods of discipline in the classroom are external discipline by an authority outside the classroom such as the principal, counselor, or parent. Little use is made of methods that produce self-discipline or internal control or of severe methods such as suspension and collective punishment. Thirdly, the majority of schools attest to using criterion reference evaluation as their basis for assessing pupil progress in learning, rather than individual progress or normative evaluation.

The Nature of Curricula Diversity

The two principal factors that create diversity among school curricula in the Israeli system are the division of the school system into three levels of schooling, and into four educational sub-systems. The differentiation of curriculum by grade level reflects acceptance of the cultural assumption that at different stages of development children have different characteristics and that the functions of schooling differ for these stages. Differentiation according to educational system continues the pluralistic cultural orientation of the nation which gives legitimacy to the transmission of different cultural traditions within a multicultural society.

Our analysis found additional types of school curricula in the elementary school level of the State and State Religious systems and the high school level for all systems. On the elementary school level five distinctive types of school curricula were identified: open, kibbutz-open, kibbutz, mixed-approach, and community/conventional. Academic, comprehensive, technological, and vocational high schools were found to have very different curricula. The differences in curriculum among the elementary school types were consistent across educational systems. However, the characteristics of the curricula of the four types of high schools varied with educational system.

In addition, differences were found in the eighth grade between elementary and junior high school curricula, especially for State and State Religious systems.

Differences in the Nature of Curriculum among School Levels

Elementary, junior, and senior high school curricula differ in their educational priorities, contents of curriculum, ways of organizing curriculum, ways of organizing learners, and teaching and evaluation methods. The elementary school curriculum is clearly distinguished from senior high curriculum. The curriculum of the middle school is similar to the senior high on a number of characteristics and on others has a distinctive mid-level position between the elementary and senior high levels.

Our analysis of the syllabi of subjects in the formal curriculum found that the elementary school curriculum has a balance of academic, personal, and social educational objectives. The elementary school curriculum tends to have a more integrated organization of curriculum, advises adapting teaching methods to individual differences, and uses a variety of measures to evaluate achievement. The formal curriculum is generally not differentiated by achievement levels or gender. Analysis of the implicit curriculum indicates that the educational priorities of good citizenship, encouraging enjoyment of learning, and developing religiosity are more highly emphasized in elementary school curricula than in secondary schools. Elementary school curricula inculcate more universalistic values. Alternative methods of instruction are used more and external methods of discipline are used less in the elementary school curriculum. Informal education programs emphasize ritual and cultural activities. In addition, pupils participate more in school-based informal activities and parents participate more in school life in the elementary school.

In contrast, the formal curriculum of the high school emphasizes academic educational goals almost exclusively, has a disciplinary organization of the content of curriculum, and uses testing as the method for evaluating achievements. High school curricula place a greater emphasis than elementary schools on inculcating religious or political ideologies and particularistic values and on vocational preparation. High school curricula include fewer informal education programs then the elementary school curricula. These focus on counseling activities. High school curricula are tracked by achievements and gender, even though gender differentiation is officially disavowed. Traditional teaching methods are pervasive in the high school curriculum.

The formal curriculum of the middle school is similar to the high school curriculum in its emphasis on academic education objectives and its disciplinary organization. It is similar to the elementary curriculum in having some recommendations for matching pedagogical approach to individual differences. It has more differentiation of curriculum by achievement levels than the elementary school but less than the high school. The middle school curriculum is distinctive in its lower emphasis of the goal of developing individual abilities than either elementary or high school levels. Its relative emphasis on other educational priorities is similar to that of the high school. Teaching methods in general are less traditional than the high school but more traditional than the elementary school. The levels of pupil participation in informal activities and parents' participation in school life are mid-way between elementary and high schools.

Differences in the Curricula of Educational Systems

The formal school curricula as well as the implicit curricula of State, State Religious, Arab, and Druse systems differ. Our analysis of the formal curricula found differences among the systems in the required subjects, recommendations for hours of instruction for different subjects, the allocation of weekly lessons to different subjects, the percentage of pupils studying different subjects, language of instruction, and in the objectives, contents, and orientation of curricula of history, Hebrew literature, and of religious sources and traditions. In the implicit curriculum differences were found in school ideology, the relative emphasis of the educational objectives of good citizenship, developing individual abilities, developing religiosity, and the transmission of cultural heritage; in teaching methods, pupil participation in informal education activities, gender differentiation of the curriculum, and the characteristics of classroom environments and class lessons.

The State Religious system's main aim is to inculcate religious ideology and belief. The formal curriculum devotes about one-third of the required hours of instruction to Jewish studies. This is triple the hours of instruction devoted to such subjects in the State system. The curricula for teaching history, Hebrew literature, and Bible emphasize the religious orientation of this system. The history curriculum is guided by religious historiography. The contents of this curriculum emphasize primarily Jewish history and the rise of Zionism and the State of Israel. The teaching of literature is also viewed as a means for teaching the religious viewpoint. Bible instruction is based on the traditional aims of teaching religious precepts, ways of life, and modes of interpreting traditional texts. Gender differentiation in Jewish studies is common in all grades. Many of the junior and senior high schools are single gender schools. Thus, gender differentiation of curriculum enrollments is one of the distinctive characteristics of this system.

Yet variation in religious ideology exists in the State Religious system. Religious ideologies range from ultra-Orthodox to liberal Orthodox. Most of the schools in this system also wish to socialize their pupils to accept a political ideology. The political orientation of the majority is Zionist (center). However, right-of-center, Zionist-settlement viewpoints are espoused by a large minority of schools. Educational priorities are not ordered in a hierarchical fashion. This system emphasizes three educational objectives more than others: developing religiosity, acquiring basic knowledge and skills, and good citizenship. The majority of schools are selective in accepting pupils. Traditional teaching methods predominate in the system. Pupils in this system participate in far greater numbers in youth movements than pupils from other systems and these movements work hand in hand with this system in inculcating their ideologies. Our class observations found the lowest level of pupil engagement in learning during class lessons.

The schools in the State system espouse for the most part different school ideologies than the State Religious system. These ideologies have primarily a political orientation and secondarily a religious orientation. The majority of schools propound Zionist political orientations, whereas a minority espouse Zionism and social democracy. The principals of the majority of schools clearly stated that their school's aim is to socialize their pupils to a secular outlook. Only a minority wish to inculcate a traditional religious orientation. Multiple goals are also emphasized in this system. The three goals most emphasized are acquiring knowledge, citizenship, and developing individual potential. Developing religiosity is not an aim of this system.

The State system's formal curriculum recommends that the majority of hours of instruction be devoted to general studies and less than 10 percent of its instructional hours are devoted to Jewish studies. In school schedules, State schools allocate more weekly lessons to social studies and special curricula than other systems. The curricula for Hebrew literature, history, and Bible in the State system have distinctive orientations and content emphases that differ for the State Religious system and the Arab sector. The history curriculum is guided by a humanistic socio-political historiographical approach and emphasizes modern history, the rise of Zionism, and the State of Israel. The literature curriculum emphasizes a liberal approach and a relativistic orientation to the values of literary works, leaving content selection to the individual teacher. Bible instruction emphasizes the text as a source of Jewish history, literature, and socio-political experience.

Although traditional teaching methods prevail, more use is made of small group and individualized instruction in this system than other systems. According to principals and teachers, no gender differentiation is practiced in the State system. Yet, significant differences in the enrollments of the genders in different subjects mark its upper grades.

Schools in the Arab system do not espouse a political or religious school ideology. Educational priorities form more of a hierarchy in this system. Acquisition of knowledge and skills is the top priority. Secondary priorities are vocational preparation and developing individual potential. The Arab system places the least emphasis of all systems on good citizenship. Its lowest priorities are developing religiosity and the transmission of culture.

The formal curriculum of the Arab system differs from the curricula of State and State Religious systems. It aims to acquaint Arab pupils with three cultures: Arab, Jewish-Israeli, and Western. The history curriculum includes Arab history of the Middle East, general Western history, and Jewish-Israeli history. The study of Arabic literature is used as a vehicle for learning and identifying with Arabic culture and history. Hebrew language and literature aims to acquaint Arab pupils with Jewish-Israeli culture, traditions, and history. Therefore, it includes the study of the Old Testament and other Jewish sources. Arab schools devote more weekly lessons to Hebrew language and literature than Jewish schools. No gender differentiation in enrollments are found in the Arab system.

Teaching methods in Arab schools are primarily traditional and classroom environments are characterized by competition among pupils. Perhaps in compensation for the lack of political discussion in the school, it is notable that significantly more Arab pupils participate in political clubs as part of their after school activities than pupils from other systems. A large percentage of pupils in the Arab system find it necessary to be tutored.

The Druse system schools espouse school ideologies which have both political and religious orientations. The majority in our sample wish to inculcate Druse traditions and an Israeli political identity. The minority wish to develop a secular universalistic outlook in their pupils. Druse schools emphasize good citizenship and developing individual potential more than Arab schools and less than the Jewish sector. The formal curriculum is identical to that of the Arab system. However, Druse schools devote more hours of instruction to English than other systems. They have also adopted more special curricula than Arab schools. Teaching methods are less traditional than the Arab or State Religious sector, but more traditional than the State system. The Druse system is also distinguished by the nature of its informal education activities which focus on civic activities. A large percentage of Druse pupils, like their Arab peers, participate in tutoring after school. School success is rated as moderately low.

The school curricula of the four educational systems teach different cultural values, languages, and ways of viewing the society in which they exist. They differ as well in the burden of learning placed upon the pupils.

Differences in the Curricula of School Levels within the Educational Systems

Our analysis revealed that the characteristics of school curricula and culture vary among school levels within the four systems. Twelve sub-groups of school cultures were identified by the analyses. The main differences among these sub-groups are found in school ideology, goal emphases, teaching methods, informal education activities, organization of learners, and organizational life and climate.

State elementary schools are distinguished by having a political ideology which emphasizes the inculcation of democratic values and the goals of good citizenship and developing individual potential. Alternative methods of teaching are more prevalent in these schools. School-based informal education activities are extensive. However, rigid tracking of pupils is quite common. Parents participate more in State elementary school life than in other sub-groups within the system. Principals and teachers view State elementary schools as successful.

State junior high schools are less ideologically-oriented than State elementary schools and values education is not emphasized in them. The goals of developing religiosity and vocational preparation receive slightly more emphasis than in State elementary schools. But the junior high emphasizes developing individual potential least of all levels in the State system. Informal education programs concentrate on learning activities that supplement the formal curriculum and some creative activities. Parents participate less in school life and pupils participate less in school-based informal activities than in State elementary schools. More traditional teaching methods are in use as well. It is no wonder that our findings indicate a lower sense of affiliation of eighth graders to this type of organization than to the parallel elementary school in the State system. The State junior high is viewed as moderately successful, less successful than the State elementary school.

The State high school emphasizes the goals of good citizenship, developing individual potential, and vocational preparation more than the State junior high. It also emphasizes values of nationalism and individualism more than the junior high. It has not moved into the modern age in terms of teaching methods. Informal education programs are limited. Participation of parents in school life is low and so is pupil participation in informal education. Pupils in State high schools participate more than their peers in driver education, paramilitary training, and hobby clubs. The State high school is generally rated as successful in achieving its primary educational priorities.

The State Religious elementary school has several equally emphasized educational priorities. It aims to inculcate religious ideology and belief as its primary goal alongside the transmission of basic knowledge. It also places a great deal of emphasis on the goals of good citizenship and developing individual potential. It practices categorization of pupils by ascriptive and achievement characteristics from an early age. Tracking is rigid and moderate gender differentiation in studies is prevalent. Informal education programs emphasize ritual activities. Pupils in State Religious elementary schools participate more in youth movements and religious instruction than their peers. Parent participation in school life is moderate. Principals and teachers perceive the State Religious elementary schools as successful.

The State Religious junior high school emphasizes the same multiple goals as the State Religious elementary school and has a similar, somewhat traditional, teaching approach and rigid tracking practices. It is primarily distinguished from the elementary level by its more extensive informal education program which emphasizes activities related to studies, by more participation of parents in school life, and by greater gender differentiation. In addition, teachers and pupils have more contacts after school hours than in the elementary school. This school is viewed by its staff as moderately successful.

High schools in the State Religious system have similar multiple educational priorities to those of the State Religious junior high, but place slightly less emphasis on vocational preparation. They emphasize inculcation of religious and nationalistic values such as the settlement of the land of Israel. Traditional teaching practices are the norm. Informal education activities and parent participation in school life is very limited.

Arab elementary schools do not espouse a school ideology and primarily emphasize the acquisition of basic knowledge and skills. Although teaching practices are more traditional than in the elementary schools in the Jewish sector, they are less traditional than in the upper levels of the Arab sector. School-based informal education is limited, focusing primarily on volunteering and student council participation. Elementary school pupils participate in religious instruction, tutoring, and hobby clubs. Little tracking or gender differentiation is practiced. Parent participation in school life is greater than in junior or senior high schools. However, teachers and principals rate their schools' success as less than moderate, lower than that of the junior high.

The Arab junior high, like the elementary school has no espoused school ideology. It emphasizes the goals of good citizenship, developing individual potential, and vocational preparation more than the elementary school. The use of lecturing and computer instruction is more prevalent than in the elementary school. Informal educational programs are more extensive and emphasize learning activities that supplement the formal curriculum. Junior high faculty view their school as moderately successful.

The Arab senior high primarily emphasizes acquisition of knowledge and skills and vocational preparation. A few high schools espouse a school idealogy which aims to inculcate identification with Arab culture or Palestinian causes. Traditional teaching practices predominate. Rigid tracking practices prevail. Parent participation in school life is low. More conflicts are reported in the high school than other levels in the Arab sector. Faculty of these schools rated the senior high as only somewhat successful in achieving its primary objectives. The high school received a lower rating for success than the junior high.

The Druse elementary school espouses a school ideology which emphasizes Druse values of humanism and helping others. It stresses primarily the goal of the acquisition of knowledge and secondarily that of good citizenship. Lecturing is used more in the Druse elementary school than in the Druse secondary school. Cultural and civic activities are emphasized in informal education programs. No tracking is practiced. Parents participate less in school life than in other elementary schools and less than in the Druse high school. Staff members of Druse elementary schools rate their school as somewhat successful, a lower rating than Jewish elementary schools and the Druse high school.

The Druse junior high school places less emphasis than the elementary school on developing good citizenship and more on vocational preparation. Ideological emphases are identical. Informal education programs are more extensive than in the Druse elementary school and emphasize creative activities. Pupils report greater participation in civic activities than in other systems. Conflicts are less prevalent in the junior high than in other levels of the Druse school system. It is viewed as moderately successful.

The Druse high school places less emphasis on inculcating values and ideology than the Druse junior high or elementary school. However, it places more emphasis on good citizenship, religiosity, developing individual potential, and vocational preparation. Lecturing is not as prevalent as in high schools of other systems. School-based informal activities are limited, but parent participation in school life is slightly greater than in other school levels. The Druse high school is viewed as more successful than the Druse elementary or junior high.

Differences in Curriculum among Types of Elementary Schools

During the past decade a variety of different educational approaches have been introduced into the State and State Religious systems. Our study investigated the similarities and differences among schools which had adopted seven different educational approaches: conventional, community, special curriculum, open, kibbutz, kibbutz-open, and mixed approach combining open and community and/or special curriculum. Differences among elementary schools with different educational orientations were not found for the formal curriculum, but they were revealed in reports by teachers and pupils about the curriculum in their schools. From these reports five types of distinct elementary school cultures and curricula were identified in the State and State Religious systems: open, kibbutz-open, mixed-approach (combining open and community and or special content focus), kibbutz, and community/conventional. These types differ primarily in their relative emphasis of different educational priorities, teaching methods, evaluation methods, and informal education programs, as well as characteristics of their classroom environments. The school types may be arrayed along the dimensions of child-centered versus teacher-centered curriculum and egalitarian-cooperative versus elitist-competitive curriculum. The open, kibbutz-open, and mixed-approach school types are clustered at the child-centered pole, whereas the conventional/community type is located at the teacher-centered pole. On the cooperative-competitive dimension, open and kibbutz-open types cluster near the cooperative pole, the kibbutz and mixed-approach are located in the center, and the community/conventional type is located at the competitive end of this dimension.

Differences in the characteristics of school curricula were also found among Arab elementary schools which indicate that these schools may be divided into more open and innovative school cultures and more conventional ones.

The School Curricula of the Middle Grades

Two different organizational frameworks exist for the middle grades in the Israeli education system: the junior high school and the elementary school. Our analysis found overall differences in the curricula of these two types of organization. Junior high schools provided more hours of instruction in Hebrew, the sciences, social studies, special curricula, physical education, and vocational training than elementary schools. However, elementary schools emphasized citizenship and developing individual abilities more than junior high schools. Elementary school pupils participated more in school-based informal activities and parents more in school life. However, these distinctions are more characteristic of the State system than of the State Religious or Arab systems.

Differences in the School Culture and Curricula of High Schools

Differences among academic, comprehensive, technological, and vocational high schools were found in their formal curricula and implicit curricula. Academic schools were found to emphasize the transmission of cultural heritage and the acquisition of knowledge more than other types. Although they offered fewer total hours of curriculum instruction than technological or vocational high schools, they provided more hours of instruction in mathematics, Hebrew, foreign languages, Arabic, and Jewish studies. In contrast, vocational schools emphasize good citizenship more than other types of high schools. They provide the least amount of instruction in mathematics, Hebrew, and foreign languages of all types. These school curricula reflect the use of the curriculum as a mechanism for social stratification. Vocational school students who are placed in these schools because of the gap in their achievements in the basic, most emphasized, subjects of the system (mathematics, English, and Hebrew), are allocated the least opportunity to close that gap. If Carrol's (1963) theory of time on task is correct, these are the pupils who need *more* time on these basic subjects which are deemed critical in Israeli society. Instead, this advantage of more time for these critical subjects is afforded those already ahead of the game.

Classroom environments in vocational high schools are described as having significantly more positive class climates, academic competition, and teacher control than pupils in other types of high schools. Pupils' and teachers' descriptions conflict concerning the characteristics of classroom environments in the other types of high schools.

Although overall differences in the curricula were found among these types of high schools, the characteristics of these curricula also vary with education system. The State Religious and State vocational schools differ significantly in their curriculum and culture. State technological high schools differ from Arab technological high schools. Academic high schools in the various systems are also found to have unique educational priorities and classroom environment characteristics.

Pupils' Feelings of Affiliation with their School and School Culture and Curriculum

An important outcome of school curriculum and school climate is the sense of affiliation that pupils have with their school. Schools with closely identified pupils are likely to develop or reflect a distinctive school culture. Pupils' feelings of affiliation with school were found to vary with education system, school level, and the type of school they attended.

Pupils in Druse schools report significantly greater feelings of affiliation to their schools and peers than other systems. Pupils in State schools are distinguished by the lowest level of feelings of affiliation among the systems. In the State system feelings of affiliation are highest in the elementary school and decrease progressively from junior high to high school. In the State Religious system there is a pronounce decrease in sense of affiliation from elementary to junior high school. However, pupils in State Religious high schools have a slightly greater sense of affiliation than those in State Religious junior high schools. In the Arab sector pupils in the junior high school expressed a greater sense of affiliation with school and peers than those in elementary or high schools.

The pupils in open elementary schools evince the greatest sense of affiliation with their schools as compared to pupils from other types of elementary schools. Eighth graders in elementary schools had a greater feeling of affiliation with their school than their counterparts in junior high schools. The lowest levels of feelings of affiliation are found in State high schools. However, variation was found among types of high schools in this system. Pupils in State vocational high schools expressed stronger feelings of affiliation with school and peers than pupils in other types of high schools. In contrast, State Religious and Arab school pupils in academic high schools expressed stronger feelings of affiliation than pupils from other types of schools.

The differences in feelings of affiliation may also be a product of the size of the school and community. State high schools were found to have the largest student bodies and are generally drawn from a heterogeneous population lacking cohesion as a community. In contrast, the Druse schools are small in size and located in small, cohesive communities.

Control over Curriculum Decision-making and Development

This study investigated the involvement and influence of different statuses in the system on curriculum decision-making, initiation, and development. Curriculum decision-making and development in the Israeli education system has some general common characteristics, but differences are found among school levels and education systems in these processes. Our findings show that teachers and principals still view curriculum decision-making as a top-down process, but on the average they no longer perceive decision-making as highly centralized at the pinnacle of the system. They report that the Ministry of Education and school principals share the greatest influence over curriculum decision-making. Teachers have some influence over decision-making. However, parents and pupils, the clients of the system, have little to no influence over this process. This is a particularly dramatic finding in light of the wealth of discussion, administrative changes, and investment in projects to "promote school autonomy" and decentralization in decision-making.

This picture holds true more for the Jewish sector than for the minority systems. Curriculum decision-making in the Arab and Druse systems is more highly centralized than in the Jewish sector. However, principals and teachers in Arab and Druse systems differ in their perception of the relative degree of influence of the Ministry of Education and the principal in decision-making.

Elementary school principals and teachers reported that the principal has the greatest influence on curriculum decision-making in the elementary school. Elementary school teachers attributed to themselves more influence over school curriculum decisions than did their counterparts in secondary schools. Junior and senior high personnel view curriculum decision-making as more centralized.

In contrast to these findings, curriculum initiation is viewed as school-based in all systems and not centralized. Although teachers report being instrumental in the initiation of new curricula, they are involved in limited ways with the development of new curricula or the adaptation of new curricula to their schools.

Our findings suggest that a significant although not sizeable movement toward decentralization of curriculum decision-making has been made in the Jewish sector. Principals and teachers to a lesser extent have been given some influence over aspects of these decisions. Room has been made as well for new curriculum initiatives on the part of the schools. However, no movement is evident with regard to the minority sector or with regard to involving parents or pupils in the process.

Opinions about the Desired Curriculum

There is more consensus about the desired curriculum among different respondents than found with regard to the present curriculum. In particular, there is a fair amount of consensus about their preferred top educational priorities, teaching and evaluation methods, classroom environment characteristics, and patterns of organization of learners.

Most constituents want the school curriculum to give top priority to the goal of developing individual abilities and self-confidence. They also want to increase the emphasis on the goals of enjoyment of learning, vocational preparation, and the transmission of cultural heritage. There is consensus as well but of a lower level about the level of emphasis of the acquisition of knowledge and skills. Most parties prefer a decrease in the emphasis on this goal.

Pupils, teachers, principals, and parents would like alternative methods to be used more frequently by teachers in their schools. They especially favor small group and individualized instruction and inquiry learning. Respondents also prefer a student-centered classroom environment to a traditional classroom environment. They would like their classrooms to be characterized by inquiry learning, personal relations and attention to the individual student, and good relations among pupils. They prefer that characteristics of the traditional classroom, such as testing as a sole basis of evaluation and teacher control of pupil behavior, not characterize the classroom environment. Principals and teachers agree that pupils should be tracked by their achievements. However, for the most part, they are opposed to gender differentiation of the curriculum.

Our comparison of the principals', teachers', and pupils' views of the actual and desired school curriculum reveal a great deal of dissatisfaction with the present school curriculum. Dissatisfaction is greatest with the levels of emphasis of different educational priorities, teaching methods, and characteristics of classroom environments. There is less dissatisfaction about the nature of evaluation methods being used in the system. Members of the system are satisfied with the practices being used to organize learners.

Very few differences in opinion were found among school members from different schools levels. Differences in the viewpoints of members of State, State Religious, Arab, and Druse systems were found about desired school ideology, educational priorities, use of small group and individualized instruction, the traditional characteristics of the classroom environment, and gender differentiation of the curriculum.

Different school systems express significantly different desires about the degree to which they wish to inculcate an ideology and the nature of that ideology. These responses are highly correlated with their descriptions of the present school ideology. However, there is a shift to the right in their political orientation in the Jewish sector as well as an increased desire in the Arab system for a political identity. State, State Religious, and Druse system members desire a greater emphasis on good citizenship than Arab system members. Members of the Jewish sector desire a greater emphasis of enjoyment of learning and transmission of culture than minority sector members.

Teachers and pupils from different systems have significantly different preferences for classroom environment characteristics. In both cases these differences are most pronounced with regard to characteristics of the traditional classroom such as teacher control, competition, and traditional teaching practices. Both Arab teachers and pupils would like their classroom to have these characteristics more frequently than other sectors. Similarly, Druse teachers and pupils would like competition to be more frequent in their classroom than their counterparts in the Jewish sector. In addition, gender differentiation is desired only by principals and teachers in the State Religious system.

Desired Patterns of Influence over Curriculum Decision-Making

Principals and teachers desire more decentralization of curriculum decision-making. Principals and teachers agree that the influence of the Ministry of Education should be reduced and that teachers, parents, and pupils should have more influence over curriculum decision-making. However, they disagree about the relative level of influence that principals as opposed to teachers should have on curriculum decision-making. The degree of dissatisfaction of teachers and principals with present curriculum decision-making differs among the systems. In both cases dissatisfaction is greatest in the Arab schools.

Conflicting Desires of Different Constituencies

Our study found several significant conflicts in perspectives about desired educational priorities, characteristics of classroom environments, and the influence of different statuses on curriculum decision-making. First, State and Druse teachers and principals are in favor of participating in programs promoting the coexistence of minority and majority groups, whereas Arab and State Religious teachers and principals are not in favor of participation in such programs. Second, teachers and principals differ on the type of decentralization of curriculum decision-making that is desirable: professional control or school autonomy. Third, pupils' desires differ from those of principals and teachers regarding the level of emphasis of five goals: citizenship, acquisition of knowledge, religiosity, enjoyment of learning, and transmission of culture. Teachers and principals rank good citizenship, enjoyment of learning and transmission of cultural heritage as higher priorities than do pupils. In addition, pupils would like significantly lower emphasis of acquisition of knowledge and skills, whereas teachers and principals would like to place slightly more emphasis on this goal.

Pupils and faculty from the same system have very different viewpoints on the desired level of emphasis of some of these goals. Arab teachers and principals rank good citizenship as a high priority, whereas Arab pupils rank this goal as a low priority. Teachers and principals in the State Religious system affirm that developing religiosity is the highest desired priority of their system, whereas pupils in this system desire that less emphasis be placed on this goal and it is ranked as a fourth priority. Divergence is found as well between pupils and faculty in the State Religious system regarding the desired importance of transmission of culture. Faculty would like to give this goal great emphasis, whereas pupils would give it the lowest priority.

Fourth, teachers' and pupils' desires conflict with regard to three characteristics of their desired classroom environment: competition, level of teacher control, and differentiation among pupils. Pupils would like an increase in competition in the classroom, whereas teachers would like to reduce it on the whole. Teachers would like to maintain what they see as present levels of teacher control, while pupils would like to reduce the frequency of teacher control of their behavior. This is less true of Arab pupils than others.

Change and Continuity in Israeli School Curriculum and Curriculum Control

The Nature of the Curriculum

There are a number of continuities and changes in the nature of the curriculum in the Israeli school system. The sectoral division of the school system on the basis of nationality and religion continues to be the legitimate basis for differentiating curriculum decision-making and the nature of the formal curriculum. The centralization of curriculum decision-making at the pinnacle of the system for the Arab sector continues to be the norm, whereas significant decentralization has occurred in the Jewish sector. The Arab school curriculum continues the official policy of not allowing the development of school ideology with either religious or political components. This is a striking anomaly when the official policy of the Ministry of Education during the past ten years has been the encouragement of school autonomy in the Jewish sector, which entails the formulation of a coherent school policy to guide curriculum development and programs and to evaluate their effectiveness. In addition, the Arab curriculum continues to be demanding, expecting the pupil to learn three cultures — Western, Israeli, and Arab — and at the same time continues to lack the resources to support its implementation. It is not surprising that we found continuing dissatisfaction with the Arab school curriculum and its success at achieving its educational objectives among Arab school members.

Changes are apparent in the nature of the "common" curriculum of the system. First of all, emphasis has shifted in the Jewish sector away from the general goal of institutionalizing a common Israeli culture around the revitalization and use of the Hebrew language, the study of Jewish traditions, and inculcation of service to Israeli society. Today there is more emphasis on the adoption of cultural elements reflecting Western culture and in particular American culture, and on the curriculum as a mechanism for social stratification. This shift is symbolized by the greater emphasis on English language instruction and mathematics, and the lesser emphasis on Hebrew. The shift also shows up in the significant decline of emphasis on Jewish sources in the State system, and in the greater emphasis on acquiring knowledge than on developing citizenship. Achievements in mathematics and English determine track placement in high school and advancement to higher education in Israel.

A second major change is the emergence of significant differences between the Druse schools' curricula and those of the Arab schools. Druse schools still follow the formal curriculum requirements laid down for the Arab sector with slight differences allowed for their cultural distinctions. However, the implicit curriculum of Druse schools has become very similar to that of the State system, particularly on the post-primary level. The ideology of these schools combines their unique minority identity with a clear Israeli identity. The desires of school members reveal a strong movement toward full integration in Israeli culture in terms of its modern outlook and emphasis on citizenship. However, these developments are more the result of the integration of the Druse community into Israeli life outside the school system than within it. The encouragement given to the Druse system from the educational establishment has not been great. Disappointment is evident particularly with regard to the process of curriculum decision-making, which has not allowed decentralization in this system.

Additional changes are found in the emergence of a variety of types of elementary and high school curricula such as the open school and the technological high school. The elementary school types reflect the growth of different pedagogical orientations in the society. The new high school curricula reflect the increased differentiation of occupations in the economy and increased emphasis on stratification within the educational system.

Discussion

Our findings about the actual and desired school curricula in the Israeli school system reveal a number of important problems in the nature of the socialization that youth are experiencing in the system and the future direction of Israeli culture. One of the dilemmas facing Israeli society is the nature and extent of pluralism that should be allowed in the Israeli education system. A pluralistic education system in a democratic society gives legitimacy to cultural pluralism and public choice in education which are important elements of the institutionalization of democratic liberalism. However, all societies need a level of integration of their component elements for maintaining and continuing a united society and for maximizing the use of common societal resources. Our study revealed a growth in the degree and nature of pluralism in the Israeli education system and a reduction in the extensiveness of a common school curriculum. This development was driven more by divergent professional perspectives of educators within the system and by the recognition of distinctive sub-cultures (e.g., Druse) than by public choice.

Alongside the increased diversity have grown increased social cleavages between secular and religious populations and between Jews and Arabs. The present Israeli curriculum provides limited avenues for building mutual understanding and integration. Instead, it deepens the present divisions. The common curriculum pays little attention to building a common civic culture. In other nations the main tool for building such a culture is a common social studies and civic curriculum emphasizing similar perspectives and common interests as well a providing programs for mutual cultural understanding. These tools are lacking in the Israeli education system today. Moreover, the educational sub-systems emphasize cultural and ideological orientations which heighten social divisions. The opinions of educators about the desirability of projects which aim to respond in some way to this issue are far from positive, leaving little optimism that the school curriculum will play a greater role in integration in the future.

Our study of parents' opinions about educational policy shows that parents, particularly Jewish parents, desire greater public choice among schools. Will this enhanced choice lead to further division or the possibility for a new basis of social integration? Our analysis of parents' desired curriculum found greater commonalities than differences among parents from different sub-groups, suggesting that if given a choice and voice, parents might lend support to the development of more similarities in the elements of the school curriculum. However, parents' desire for homogeneous student bodies in schools and for the continuation of ideological differences would continue or enhance the divisions in society.

A second major problem that Israeli society has been addressing particularly through the school system is equality of educational opportunities. Our findings indicate that particularly on the secondary level the school is structured to stratify pupils into tracks, providing unequal curricula in terms of the distribution of hours of instruction in subjects deemed to be most important, as well as a variety of other subject fields. Gender differentiation accompanies this tracking process particularly in the Jewish sector which limits equal opportunities for both male and female pupils. The early tracking procedures lead to wastage of talent. But school personnel want tracking on the basis of achievement to continue on all school levels. Inequalities among the education systems are also notable. The minority school systems are burdened with a demanding multi-cultural curriculum and have not had the resources to handle this burden. The consequences for pupils are obvious in low performance and the necessity for tutoring outside the school system.

A third problem that is related to the problem of equal educational opportunities concerns the role and influence of secondary schools in the socialization of Israeli youth. The Israeli secondary school plays an all too critical role in the socialization of youth to future social status through its lock-step tracking procedures. On the other hand, it sorely fails to fulfill the additional important roles of socialization to prepare youth for other adult statuses such as that of citizen in a democratic pluralistic society, parent and partner in the family, employee in the world of work, and consumer in a rapidly changing and complex economy. The secondary school curriculum is one dimensional, firstly in terms of its educational priorities, emphasizing cognitive achievements that are appropriate to its meritocratic approach over and above the development of the personality, values, social outlook and social skills of the pupil, and secondly in terms of the teaching methods used to achieve its ends. There has been some innovation in the school curricula with the increase in special curricula in different knowledge areas. However, these additions to the curricula are framed in terms of their educational objectives and ways of knowing for the most part to fit into the pervasive approach to the secondary curriculum.

In modern society the school is only one of a number of competing agents in the socialization of youth. When the school works hand in hand with other agencies of socialization, such as family and/or youth movement, the impact of those socialization forces is strengthened. Our findings suggest that the strength of influence of the Israeli secondary school on youth, particularly in the Jewish sector, is not very great. Our findings indicate that pupil participation in youth movements and other informal activities decreases with the progression from elementary to secondary school. Parent participation in school life decreases in a parallel fashion even though parents would like to be more involved in the school and in particular with the development of the school curriculum. Concomitantly, pupils' sense of affiliation with the school also decreases from elementary to secondary school. One indication of the lessening influence of the secondary school revealed in this study is particularly striking, especially because of its occurrence in the State Religious system where there is more alignment of the family and youth movement with the ideological orientation of the schools. In this system we found a clear conflict between teachers and pupils regarding the amount of emphasis that the school should place on developing religiosity. Teachers desired a greater emphasis, whereas the pupils desired a significantly reduced emphasis.

There is some indication that pupils are turning to agencies outside the school to respond to their concerns regarding the future. One indication of this is the participation of Arab pupils in political clubs outside of school. Other studies have shown the growth of influence of the mass media on youth in Israeli society. Our study revealed that pupils in the State system, those possibly most exposed to mass media as agents of socialization, expressed the least feelings of affiliation with their schools.

Clearly the present nature of socialization in the secondary school is not that desired by the majority of the members of the school system. Principals, teachers, pupils, and parents would like to see these school redefine and expand their role in the socialization process. The question remains whether the Israeli secondary school will reorient its ends and means to gain an important role and make a broader impact on the socialization of youth in the future.

Bibliography

Adler, C. (1989). "Israeli Education Addressing Dilemmas Caused by Pluralism: A Sociological Perspective," in Krausz, E. and Glanz, D. (eds.), *Education in a Comparative Context: Studies of Israeli Society*. New Brunswick, N.J.: Transaction Press, p. 21-44.

Argyris, C. and Shon, D. (1976). *Theory in Practice: Increasing Professional Effectiveness*. San Francisco: Jossey Bass.

Amir, A. (1987). "School Based Curricula in Israeli High Schools," in Sabar, N., Rudduck, J. and Reid, W. (eds.), *Partnership and Autonomy in School-Based Curriculum Development*. Sheffield: University of Sheffield, p. 12-15.

Bar Simon Tov, R. and Langerman, S. (1988). *Additional Curriculum Programs Funded by Parents in Elementary Schools*. Jerusalem: Szold Institute (Hebrew).

Bashi, J. (1985). "Elementary Education," in Ackerman, W., Carmon, A., and Zucker, D. (eds.), *Education in an Evolving Society*. Tel Aviv: Kibbutz Hameuhad, Van Leer Institute, p. 313-348 (Hebrew).

Bennet, N. (1976). *Teaching Styles and Pupil Progress*. Cambridge, Mass: Harvard University Press.

Bloom, B., et al. (1956). *The Taxonomy of Educational Objectives: Handbook I — Cognitive Domain*. New York: McKay.

Carmon, A. (1985). "Education in Israeli Questions and Problems," in Ackerman, W., Carmon, A., and Zucker, D. (eds.), *Education in an Evolving Society*. Tel Aviv: Kibbutz Hameuhad, Van Leer Institute, p. 117-185 (Hebrew).

Carrol, J.B. (1963). "A Model of School Learning," *Teachers College Record*, 64:722-733.

Cave, W.M. and Chesler, M.A. (1981). *Sociology of Education*. New York: Macmillan.

Churchill, S. (1987). "Policy Development for Education in Multicultural Societies: Trends and Processes in OECD Countries," in *Multicultural Education*. Paris: Centre for Educational Research and Innovation, OECD, p. 64-93.

Coleman, J. (1989). "Introduction," in Krausz, E. and Glanz, D. (eds.), *Education in a Comparative Context: Studies of Israeli Society*. New Brunswick, N.J.: Transaction Press, p. 1-9.

Eash, M.J. (1991). "Curriculum Components," in Lewy, A. (ed.), *The International Encyclopedia of Curriculum*. Oxford: Pergamon Press, p. 67-69.

Eggleston, J. (1977). *The Sociology of the School Curriculum*. London: Routledge and Kegan Paul.

Eisenstadt, S.N. (1985). *The Transformation of Israeli Society*. London: Weidenfeld and Nicolson.

Elboim-Dror, R. (1985). "Establishing Policy in Education in Israel," in Ackerman, W., Carmon, A., and Zucker, D. (eds.) *Education in an Evolving Society*. Tel Aviv: Kibbutz Hameuhad, Van Leer Institute, p. 36-116 (Hebrew).

Fraser, B.J. (1986). *Classroom Environment*. London: Croom Helm.

Freidman, Y. (ed.) (1987). *Autonomy in Education*. Jerusalem: Szold Institute (Hebrew).

Gaziel, C. (1992). *Educational Policy in Israel in the Past Decade*. Jerusalem: Institute for the Study of Educational Systems.

Giesen, P. and Sirotnik, K.A. (1979). *The Methodology of Classroom Observation in a Study of Schooling*. Technical Report No. 5. Los Angeles: University of California.

Goodlad, J.I. (1984). *A Place Called School*. New York: McGraw Hill.

Gordon, D. (1991). "The Neo-Marxist Approach," in Lewy, A. (ed.), *The International Encyclopedia of Curriculum*. Oxford: Pergamon Press, p. 29-30.

Hameyer, U. (1991). "Curriculum Theory," in Lewy, A. (ed.), *The International Encyclopedia of Curriculum*. Oxford: Pergamon Press, p. 19-27.

Harrison, J. (1993). "The Growth of Private Education in Israel: Causes and Consequences," in Yogev, A. and Dronkers, J. (eds.), *International Perspectives on Education and Society. Vol. III — Education and Social Change*. Greenwich, Conn.: JAI Press, p. 193-225.

Harrison, J. and Glaubman, R. (1989). "Open Education in Three Societies," in Krausz, E. and Glanz, D. (eds.), *Education in a Comparative Context: Studies of Israeli Society*. New Brunswick, N.J.: Transaction Press, p. 373-394.

Harrison, J. and Glaubman, R. (1990). "Innovations and School Improvement," *Journal of Research and Development in Education*, 24 (1):21-33.

Horowitz, D. and Lissak, M. (1989). *Trouble in Utopia*. Albany: State University of New York at Albany.

Joyce, B. and Weill, M. (1980). *Models of Teaching*, 2nd ed. Englewood Cliffs: Prentice Hall.

Kleinberger, A.F. (1969). *Society, Schools and Progress in Israel*. Oxford: Pergamon Press.

Lawton, D. (1989). *Education Culture and the National Curriculum*. London: Hodder and Stoughton.

Mar'i, S.K. (1978). *Arab Education in Israel*. Syracuse, N.Y.: Syracuse University.

Ministry of Education (1991). *List of Schools in the Hebrew and Arab Sectors*. Jerusalem: Ministry of Education and Culture.

Moos, R.H. and Trickett, E.J. (1974). *Classroom Environment Scale Manual*. Palo Alto: Consulting Psychologists Press.

Overman, B.C. (1979). *A Study of Schooling: Methodology*. Technical Report No. 2. Los Angeles: University of California at Los Angeles.

Overman, B.C. (1980). *Functions of Schooling: Perceptions and Preferences of Teachers, Parents, and Students. A Study of Schooling in the United States*. Technical Report No. 10. Los Angeles: University of California at Los Angeles.

Peled, E. (1984). "Political Power and Ideological Perceptions — Determinants of Israel's Educational Policy with regard to Disadvantaged Children," *Megamot*, 28:355-367 (Hebrew).

Ragowsky, T. (1991). *The Implementation and Institutionalization of "The Integrated Topic" in Israeli Elementary Schools — a Multiple Case Study*. Ramat Gan: Bar-Ilan Univerity, School of Education (Hebrew).

Rosevitz, S. (1993). *Trends in the Israel Education Budget in the 1980s*. Jerusalem: Institute for the Study of Educational Systems.

Sabar, Ben Yehoshua, N. (1988). *The Metamorphosis of a Curriculum*. Tel Aviv: Yahdov (Hebrew).

Schubert, W.H. and Schubert A.L. (1991). "Curriculum Inquiry: Alternative Paradigms," in Lewy, A. (ed.), *The International Encyclopedia of Curriculum* Oxford: Pergamon Press, p. 51-55.

Shapira, R. (1988). "Special Schools—Background to their Development and Problems," in *Planning Educational Policy*, Jerusalem: Ministry of Education and Culture, p. 170-174 (Hebrew).

Shipman, M.D. (1975). *The Sociology of the School*, 2nd ed. London: Longman.

Silberstein, M. (1985). "Curriculum Development in Israel in the Eighties: A dialogue Between Teachers and Professional Developers." A paper presented at the International Seminar on SBCD. Shefayim: Tel Aviv University.

Silberstein, M. (1987). "School-Based Curriculum Development in Israeli Elementary Schools," in Sabar, N., Rudduck, J. and Reid, W. (eds.), *Partnership and Autonomy in School-Based Curriculum Development*. Sheffield: University of Sheffield, p. 6-11.

Sirotnik, K.A. (1979). *Development and Psychometric Analyses of Major Scales Utilized in a Study of Schooling*. Technical Report No. 4. Los Angeles: University of California.

Sirotnik, K.A. (1981). *What You See Is What You Get: A Summary of Observations in Over 1000 Elementary and Secondary Classrooms. A Study of Schooling in the United States*. Technical Report No. 29. Los Angeles: University of California.

Sprinsak, D. and Bar, E. (1989). *The Ministry of Education 1989*. Jerusalem: Office of Economics and Budget.

Thomas, G., Meyer, J.W., Ramirez, F. and Boli, J. (1987). *Institutional Structure Constituting State, Society, and the Individual*. Newberry Park, Ca.: Sage.

Valinsky, A. (1988). *Organizational Change in the Ministry of Education*. Jerusalem: Ministry of Education and Culture (Hebrew).

Van Maanen, J. and Barley, S.R. (1985). "Cultural Organization Fragments of a Theory," in Frost, P.J., Moore, L.F., Louis, M.R., Lundberg, C.C. and Martin, J. (eds.), *Organizational Culture*. Beverly Hills: Sage, p. 31-53.

Walker, D.F. and Schaffarzick, J. (1974). "Comparing Curricula," *Review of Educational Research*, 83-144.

Watkins, W.H. (1991). "Social Reconstructionist Approach," in Lewy, A. (ed.), *The International Encyclopedia of Curriculum*. Oxford: Pergamon Press,
p. 32-34.

Zarzur, S. (1985). "The Question of the Education of a Foreign Minority in its own Country," in Ackerman, W., Carmon, A., and Zucker, D. (eds.) *Education in an Evolving Society*. Tel Aviv: Kibbutz Hameuhad, Van Leer Institute, p. 473-525 (Hebrew)

Zucker, D. (1985). "Vocational Education, A System under Pressure in Israel," in Ackerman, W., Carmon, A., and Zucker, D. (eds.) *Education in an Evolving Society*. Tel Aviv: Kibbutz Hameuhad, Van Leer Institute, p. 446-471 (Hebrew).

TABLE A3.1

DISTRIBUTION OF 6TH GRADERS BY SYSTEM AND FATHERS' COUNTRY OF ORIGIN

	Country/Continent of Origin									
System	Israel	W. Eur.	N.Am.	S.Am.	Russia	E. Eur.	N. Afr.	Asia	Ethi-opia	Total
State: - n	798	47	18	38	198	127	222	187	0	1635
- %	48.8	2.9	1.1	2.3	12.1	7.8	13.6	11.4	0	56.1
State Religious: - n	350	26	18	2	35	32	120	82	27	692
- %	50.6	3.8	2.6	0.3	5.1	4.6	17.3	11.9	3.9	23.8
Arab: - n	422	0	0	0	0	0	0	4	0	426
- %	99.1	0	0	0	0	0	0	0.9	0	14.6
Druse: - n	88	0	0	0	0	0	0	72	0	160
- %	55.0	0	0	0	0	0	0	45.0	0	5.5
Total: - n	1658	73	36	40	233	159	342	345	27	2913
- %	56.9	2.5	1.2	1.4	8.0	5.5	11.7	11.8	0.9	100.0

Note: $\chi^2 = 727.28$ Df = 24 $p < .0001$

TABLE A3.2

DISTRIBUTION OF 8TH GRADERS BY SYSTEM AND FATHERS' COUNTRY OF ORIGIN

	Country/Continent of Origin									
System	Israel	W. Eur.	N.Am.	S.Am.	Russia	E. Eur.	N. Afr.	Asia	Ethi-opia	Total
State: - n	434	49	28	26	128	119	180	97	0	1061
- %	40.9	4.6	2.5	2.5	12.1	11.2	17.0	9.1	0	53.5
State Religious: - n	198	38	19	7	40	35	125	106	8	576
- %	34.4	6.6	3.3	1.2	6.9	6.1	21.7	18.4	1.4	29.0
Arab: - n	216	0	0	0	0	0	0	1	0	217
- %	99.5	0	0	0	0	0	0	0.5	0	10.9
Druse: - n	128	0	0	0	0	0	0	2	0	130
- %	98.5	0	0	0	0	0	0	1.5	0	6.6
Total: - n	976	87	47	33	168	154	305	206	8	1984
- %	49.2	4.4	2.4	1.7	8.5	7.8	15.4	10.4	0.4	100.0

Note: $\chi^2 = 509.12$ Df = 24 $p < .0001$

TABLE A3.3

DISTRIBUTION OF 11TH GRADERS BY SYSTEM AND FATHERS' COUNTRY OF ORIGIN

	Country/Continent of Origin									
System	Israel	W. Eur.	N.Am.	S.Am.	Russia	E. Eur.	N. Afr.	Asia	Ethi-opia	Total
State: - n	668	71	19	32	102	178	289	234	0	1593
- %	41.9	4.5	1.2	2.0	6.4	11.2	18.1	14.7	0	54.5
State Religious: - n	175	45	29	10	48	48	170	148	31	704
- %	24.9	6.4	4.1	1.4	6.8	6.8	24.2	21.0	4.4	24.1
Arab: - n	522	0	0	1	0	0	0	5	0	528
- %	98.9	0	0	0.2	0	0	0	1	0	18.1
Druse: - n	96	0	0	0	0	0	0	2	0	98
- %	98.0	0	0	0	0	0	0	2	0	3.4
Total: - n	1461	116	48	43	150	226	459	389	31	2923
- %	50.0	4.0	1.6	1.5	5.1	7.2	15.7	13.3	1.1	100.0

Note: $\chi^2 = 944.71$ Df = 24 $p < .0001$

TABLE A3.4

DISTRIBUTION OF 6TH GRADERS BY SYSTEM AND MOTHERS' COUNTRY OF ORIGIN

	Country/Continent of Origin									
System	Israel	W. Eur.	N.Am.	S.Am.	Russia	E. Eur.	N. Afr.	Asia	Ethi-opia	Total
State: - n	889	51	30	41	201	107	200	122	0	1641
- %	54.2	3.1	1.8	2.5	12.3	6.5	12.2	7.4	0	56.1
State Religious: - n	394	26	21	3	40	24	101	61	27	697
- %	56.5	3.7	3.0	0.4	5.7	3.4	14.5	8.8	3.9	23.8
Arab: - n	425	0	0	0	0	0	0	5	0	430
- %	98.8	0	0	0	0	0	0	1.2	0	14.7
Druse: - n	91	0	0	0	0	0	0	68	0	159
- %	57.2	0	0	0	0	0	0	42.8	0	5.4
Total: - n	1799	77	51	44	241	131	301	256	27	2927
- %	61.5	2.6	1.7	1.5	8.2	4.5	10.3	8.8	0.9	100.0

Note: $\chi^2 = 75.55$ Df = 18 $p < .0001$

TABLE A3.5

DISTRIBUTION OF 8TH GRADERS BY SYSTEM AND MOTHERS' COUNTRY OF ORIGIN

	Country/Continent of Origin									
System	Israel	W. Eur.	N.Am.	S.Am.	Russia	E. Eur.	N. Afr.	Asia	Ethiopia	Total
State: - n	500	66	37	24	124	87	158	70	1	1067
- %	46.9	6.2	3.5	2.3	11.6	8.2	14.8	6.6	0.1	53.5
State Religious: - n	240	32	22	9	45	24	113	87	8	580
- %	41.4	5.5	3.8	1.6	7.8	4.1	19.5	15.0	1.4	29.1
Arab: - n	212	1	0	0	0	0	0	4	0	217
- %	97.7	0.5	0	0	0	0	0	1.8	0	10.9
Druse: - n	130	0	0	0	0	0	0	1	0	131
- %	99.2	0	0	0	0	0	0	0.8	0	6.6
Total: - n	1082	99	59	33	169	111	271	162	9	1995
- %	54.2	5.0	3.0	1.7	8.5	5.6	13.6	8.1	0.5	100.0

Note: $\chi^2 = 404.39$ Df = 24 $p < .0001$

TABLE A3.6

DISTRIBUTION OF 11TH GRADERS BY SYSTEM AND MOTHERS' COUNTRY OF ORIGIN

	Country/Continent of Origin									
System	Israel	W. Eur.	N.Am.	S.Am.	Russia	E. Eur.	N. Afr.	Asia	Ethi-opia	Total
State: - n	756	90	22	39	118	132	270	172	0	1599
- %	47.3	5.6	1.4	2.4	7.4	8.3	16.9	10.8	0	54.5
State Religious: - n	254	34	31	9	49	37	157	106	31	708
- %	35.9	4.8	4.4	1.3	6.9	5.2	22.2	15.0	4.4	24.1
Arab: - n	510	3	1	0	0	0	2	13	0	529
- %	96.4	0.6	0.2	0	0	0	0.4	2.5	0	18.0
Druse: - n	98	0	0	0	0	0	0	0	0	98
- %	100.0	0	0	0	0	0	0	2	0	3.3
Total: - n	1618	127	54	48	167	169	429	291	31	2934
- %	55.2	4.3	1.8	1.6	5.7	5.8	14.6	9.9	1.1	100.0

Note: $\chi^2 = 722.79$ Df = 24 $p < .0001$

TABLE A5.1

RESULTS OF DISCRIMINANT ANALYSIS OF SCHOOL VALUES BY SYSTEM FOR THE ELEMENTARY SCHOOL LEVEL

	Canonical Discriminant Function					
	Eigenvalue	% Variance	Canonical Corr.	Wilks	χ^2	Df
F1	2.87	85.30	0.86	0.17	[c]79.98	15
F2	0.27	7.98	0.46	0.64	[b]19.74	8
F3	0.23	6.77	0.43	0.81	[a]9.14	3

[a]$p \leq .05$ [b]$p \leq .01$ [c]$p \leq .001$ % Grouped = 68

Standardized Canonical Discriminant Function			
Values	Function 1	Function 2	Function 3
Orthodoxy	1.09	0.02	-0.03
Nationalism	-0.11	0.57	0.38
Democracy	-0.04	0.85	0.16
Helping others	0.25	-0.25	0.61
Humanism	0.30	-0.37	0.67

Classification Function Coefficients				
	System			
Values	State	State Religious	Arab	Druse
Orthodox Jewish	0.36	18.38	0	4.45
Nationalism	2.06	0.43	0	0.30
Democracy	2.32	1.20	0	-1.56
Helping others	1.02	3.92	0	6.43
Humanism	0.90	4.90	0	8.35
Constant	-2.19	-8.98	-1.39	-5.08

Note: Total - N=50: State - N=25, State Religious - N=13, Arab - N=10, Druse - N=2

TABLE A5.2

RESULTS OF DISCRIMINANT ANALYSIS OF SCHOOL VALUES BY SYSTEM FOR THE JUNIOR HIGH SCHOOL LEVEL

	Canonical Discriminant Function					
	Eigenvalue	% Variance	Canonical Corr.	Wilks	χ^2	Df
F1	24.66	74.00	0.98	0.00	[a]36.34	15
F2	8.56	25.7	0.95	0.10	[b]15.24	8
F3	0.09	0.3	0.29	0.92	[c]0.57	3

[a]$p \leq .01$ [b]$p \leq .05$ [c]NS

	Standardized Discriminant Function		
	F1	F2	F3
Jewish religious	2.74	1.05	0.25
Tradition	-3.08	-1.48	.68
Nationalism	2.12	-1.22	-.12
Pluralism	-0.56	1.53	0.22
Humanism	-1.09	1.45	.19

Classification Function Coefficients				
	System			
Values	State	State Religious	Arab	Druse
Jewish religious	0.25	56.00	0	-8.0
Tradition	2.00	-72.00	0	8.0
Nationalism	.38	32.00	0	-32.00
Pluralism	-.20	.19	0	24.00
Humanism	-.38	-16.00	0	40.00
Constant	-1.81	-51.39	-1.38	-27.39

TABLE A5.2 continued

RESULTS OF DISCRIMINANT ANALYSIS OF SCHOOL VALUES BY SYSTEM FOR THE JUNIOR HIGH SCHOOL LEVEL

	Within Structure Coefficients		
	F1	F2	F3
Ethics	*-0.54	-.41	.40
Modern Orthodox	*0.52	.33	.07
Democracy	*-0.37	-.21	-.21
Modernity	0.29	*-.79	-.11
Tradition	-0.03	-.15	*.99
Jewish religious	0.22	.02	*.90
Nationalism	0.07	-.04	*.63
Humanism	-0.16	.33	*.52
Independence	0.01	.05	*-.34
Pluralism	0.03	.14	*.35

Note: * $p \leq .05$
Total - N=12: State - N=7, State Religious - N=2, Arab - N=1, Druse - N=2

TABLE A5.3

RESULTS OF DISCRIMINANT ANALYSIS OF SCHOOL VALUES BY SYSTEM FOR THE HIGH SCHOOL LEVEL

	Canonical Discriminant Function					
	Eigenvalue	% Variance	Canonical Corr.	Wilks	χ^2	Df
F1	8.62	96.20	0.95	.08	*83.25	21
F2	0.32	3.59	0.49	.74	9.67	12
F3	0.02	0.21	0.14	.98	0.60	5

*$p \leq .0001$

Standardized Canonical Discriminant Coefficients			
Values	F1	F2	F3
Orthodox Jewish	1.53	0.18	-.09
Modern Orthodox	1.13	0.01	.08
Nationalism	0.44	-0.59	.74
Palestinian values	-0.19	0.94	.42
Individualism	2.74	0.24	-.06
Mobility	0.62	0.26	-.25
Modernity	1.93	-0.62	0.59

TABLE A5.3 continued

RESULTS OF DISCRIMINANT ANALYSIS OF SCHOOL VALUES BY SYSTEM FOR THE HIGH SCHOOL LEVEL

Classification Function Coefficient				
	System			
Values	State	State Religious	Arab	Druse
Jewish Orthodox	0.90	31.70	0	0
Modern Orthodox	1.53	26.37	0	0
Nationalism	2.27	6.91	0	0
Palestinian values	-2.27	-6.91	8.75	0
Individualism	1.90	51.64	0	0
Mobility	-1.20	21.11	0	0
Modernity	0.61	-20.48	0	0
Constant	-1.99	-19.76	-2.26	-1.39

Note: Total - N=39: State - N=19, State Religious - N=14, Arab - N=5, Druse - N=1

TABLE A6.1

RESULTS OF TWO-WAY ANALYSIS OF VARIANCE BY SYSTEM AND SCHOOL LEVEL FOR TEACHERS' PERCEPTION OF TEACHING AND EVALUATION METHODS

Variable	Sources of Variance							
	Main		System		Level		Interaction	
	F	Df	F	Df	F	Df	F	Df
Methods of Teaching								
Individual and small group	^{c}16.16	11,1095	1.16	3	^{c}81.37	2	1.93	6
Lecture	^{c}9.81	11,1082	^{a}3.88	3	^{c}28.36	2	^{c}6.59	6
Computer instruction	^{c}13.90	11,1132	^{c}15.88	3	^{c}10.10	2	^{c}14.17	6
Audiovisual use	^{c}4.09	11,1145	^{c}6.51	3	1.66	2	^{c}3.70	6
Use of learning centers	^{c}57.09	11,1085	^{c}75.87	3	^{c}159.03	2	^{c}13.72	6
Evaluation								
Normative	^{a}1.96	11,1056	^{b}4.13	3	0.33	2	1.42	6
Criterion	^{c}4.28	11,1060	^{c}9.12	3	0.79	2	^{b}3.02	6
Individual progress	^{c}6.15	11,1059	^{c}19.54	3	2.69	2	0.61	6

Note: $^{a}p \leq .05$ $^{b}p \leq .01$ $^{c}p \leq .001$

TABLE A7.1

RESULTS OF TWO-WAY ANALYSES OF VARIANCE BY SYSTEM AND SCHOOL LEVEL ON PUPILS' PARTICIPATION IN INFORMAL EDUCATION ACTIVITIES

	Sources of Variance							
	Main		System		Level		System x Level	
Variable	F	Df	F	Df	F	Df	F	Df
Sports	^{c}17.24	11,7788	^{b}4.63	3	^{c}55.99	2	^{c}10.63	6
Band	^{c}16.05	11,7798	^{c}28.98	3	^{c}25.46	2	^{c}6.45	6
Chorus	^{c}24.09	11,7777	^{c}32.67	3	^{c}63.06	2	^{c}6.81	6
Dance	^{c}22.79	11,7766	^{c}49.48	3	^{c}36.97	2	^{c}4.72	6
Hobby clubs	^{c}74.62	11,7781	^{c}34.22	3	^{c}350.22	2	^{b}2.96	6
Enrichment	^{c}50.58	11,7768	^{c}7.45	3	^{c}258.51	2	^{b}2.83	6
Student council	^{c}6.60	11,7751	^{c}5.83	3	^{c}20.32	2	^{a}2.41	6
Class committees	^{c}73.37	11,7775	^{c}74.35	3	^{c}233.35	2	^{c}19.55	6
Youth movements	^{c}42.43	11,7763	^{c}79.62	3	^{c}53.74	2	^{c}20.06	6
Voluntary activities	^{c}39.98	11,7742	^{c}13.10	3	^{c}91.04	2	^{c}36.40	6
Paramilitary	^{c}34.52	11,4877	^{c}29.02	3	^{c}89.32	2	^{c}15.89	6
Tutoring	^{c}7.18	11,7736	^{c}14.04	3	^{a}4.08	2	^{c}4.78	6
Music lessons	^{c}27.86	11,7731	^{c}53.92	3	^{c}61.53	2	^{c}3.60	6
Driving lessons	^{c}51.31	11,4879	^{c}18.00	3	^{c}203.90	2	^{c}10.25	6
Political clubs	^{c}12.81	11,4884	^{c}28.88	3	^{c}12.86	2	^{b}3.15	6
Number of informal activities in school	^{c}59.38	11,7983	c48.53	3	^{c}204.65	2	^{c}16.39	6

Note: ^{a} p ≤ .05 ^{b} p ≤ .01 ^{c} p ≤ .001

TABLE A7.2

ONE-WAY ANALYSIS OF VARIANCE BY SCHOOL WITHIN SYSTEM ON PUPILS' REPORTS OF ACTUAL CLASSROOM ENVIRONMENT, PUPIL PARTICIPATION IN INFORMAL ACTIVITIES, PARENTS' PARTICIPATION IN SCHOOL, AND PUPILS' FEELINGS OF AFFILIATION IN ELEMENTARY SCHOOLS

	System					
	State		State Religious		Arab	
Variables	F	Df	F	Df	F	Df
Class Environment Openness	[c]3.68	26,1642	[c]4.86	13,688	[c]7.45	8,433
Competition	[c]4.05	26,1633	[c]3.94	13,687	[c]6.04	8,430
Differentiation	[c]3.65	26,1635	[a]1.89	13,672	[c]4.27	8,426
Teacher Control	[c]6.53	26,1637	[c]6.45	13,688	[c]19.89	8,431
Participation in informal activities	[c]14.50	26,1664	[c]9.77	13,710	[c]31.61	8,434
Parent participation in school life	[c]2.86	26,1511	[c]6.38	13,664	[c]15.61	8,411
Affiliation with school	[c]3.75	26,1638	[c]5.92	13,710	[c]9.94	8,391
Affiliation with peers	[c]2.26	26,1643	[b]2.45	13,701	[a]2.11	7,398

Note: [a] p≤.05 [b] p≤.01 [c] p≤.001

TABLE A11.1

RESULTS OF MANOVA FOR REPEATED MEASURES BY SYSTEM ON PRINCIPALS' PERCEPTIONS OF PRESENT AND DESIRED EDUCATIONAL PRIORITIES FOR ELEMENTARY, JUNIOR AND SENIOR HIGH SCHOOLS

Source of Variance	SS	Df	MS	F
Elementary: System	48.44	3,46	16.15	^{c}12.42
Goals	83.12	6,276	13.85	^{c}28.28
Time	35.19	1,46	35.19	^{c}60.45
System x Goals	54.07	18,276	3.00	^{c}6.13
System x Time	46.69	3,46	15.56	^{c}26.74
Goals x Time	115.95	6,276	19.33	^{c}28.34
System x Time x Goals	79.67	18,276	4.43	^{c}6.49
Junior High: System	24.97	3,9	8.32	^{b}10.34
Goals	33.00	6,54	5.50	^{c}7.08
Time	17.21	1,9	17.21	^{b}15.12
System x Goals	16.08	18,54	.89	1.15
System x Time	7.53	3,9	2.51	2.21
Goals x Time	36.97	6,54	6.16	^{c}8.13
3 way inter.	13.82	18.54	0.77	1.01
High School: System	41.70	3,35	13.90	^{c}11.87
Goals	16.69	6,210	2.78	^{c}4.55
Time	33.46	1,35	33.46	^{c}46.03
System x Goals	66.25	18,210	3.68	^{c}6.02
System x Time	42.69	3,35	14.23	^{c}19.58
Goals x Time	36.00	6,210	6.00	^{c}8.17
3 way inter.	59.66	18,210	3.31	^{c}4.51

Note: $^{a}p \leq .05$ $^{b}p \leq .01$ $^{c}p \leq .001$
Elementary - N=50, Junior High - N=13, High School - N=39

TABLE A11.2

RESULTS OF MANOVA FOR REPEATED MEASURES BY SYSTEM ON PRINCIPALS' PERCEPTIONS OF PRESENT AND DESIRED TEACHING METHODS FOR ELEMENTARY, JUNIOR AND SENIOR HIGH SCHOOLS

Source	SS	MS	Df	F
Elementary: System	26.20	8.73	3,44	^{a}3.14
Time	1.82	1.82	1,44	1.61
System x Time	5.13	1.71	3,44	1.51
Method	52.36	10.47	5,220	^{c}11.41
System x Method	26.99	1.80	15,220	^{a}1.96
Time x System	41.48	8.30	5,220	^{c}8.25
System x Time x Method	21.18	1.41	15,220	1.40
Junior High: System	6.08	2.03	3,7	0.99
Time	4.94	4.94	1,7	2.08
System x Time	2.95	.98	3,7	.41
Method	9.64	1.93	5,35	^{a}2.61
System x Method	12.12	.81	15,35	1.09
Time x System	35.92	7.18	5,35	^{c}9.24
System x Time x Method	10.49	.70	15,35	.90
High School: System	13.72	4.57	3,32	1.53
Time	2.86	2.86	1,32	1.55
System x Time	1.27	.42	3,32	.23
Method	30.46	6.09	5,32	^{c}5.71
System x Method	11.93	.80	15,160	.75
Time x System	43.02	8.60	5,160	^{c}6.69
Time x System x Method	12.48	.83	15,160	.65

Note: $^a p \leq .05$ $^b p \leq .01$ $^c p \leq .001$

Elementary - N=48, Junior High - N=11, High School - N=36

TABLE A12.1

RESULTS OF MANOVA FOR REPEATED MEASURES BY SYSTEM ON TEACHERS' REPORTS OF EDUCATIONAL PRIORITIES

Source of Variance	SS	MS	Df	F
Elementary	N=382			
System	223.84	111.92	2,379	^{c}72.82
Goals	672.86	134.57	5,1895	^{c}195.25
Goals x System	1241.19	124.12	10,1895	^{c}180.09
Time	150.76	150.76	1,379	^{c}183.45
Time x System	10.29	5.15	2,379	^{b}6.26
Goals x Time	47.97	9.59	5,1895	^{c}29.65
Goals x Time x System	12.97	1.29	10,1895	^{c}4.01
Junior High				
System	80.46	40.21	2,105	^{c}20.41
Goals	216.05	43.21	5,525	^{c}76.36
Goals x System	134.32	13.43	10,525	^{c}23.74
Time	123.21	123.21	1,105	^{c}132.36
Time x System	4.65	2.32	2,105	2.50
Goals x Time	26.62	5.32	5,525	^{c}13.10
Goals x Time x Trend	6.46	0.64	10,525	1.59

TABLE A12.1 continued

RESULTS OF MANOVA FOR REPEATED MEASURES BY SYSTEM ON TEACHERS' REPORTS OF EDUCATIONAL PRIORITIES

High School N=266

System	135.71	67.85	2,263	[c]28.76
Goals	128.77	25.76	5,1315	[c]39.52
Goals x System	774.03	77.40	10,1315	[c]118.78
Time	39.62	39.62	1,263	[c]29.79
Time x System	2.23	1.12	2,263	0.84
Goals x Time	4.68	.93	5,1315	[a]2.38
Goals x Time x System	5.94	.59	10,1315	1.52

Note: [a] $p \leq .05$ [b] $p \leq .01$ [c] $p \leq .001$

TABLE A12.2

RESULTS OF MANOVA FOR REPEATED MEASURES BY SYSTEM ON TEACHERS' REPORTS OF TEACHING METHODS

Source of Variance	SS	MS	Df	F
Elementary				
System	133.60	44.53	3,498	[c]18.02
Methods	252.40	63.10	4,1992	[c]54.09
Methods x System	59.22	4.94	12,1992	[c]4.23
Time	68.47	68.47	1,498	[c]54.77
Time x System	34.56	11.52	3,498	[c]9.21
Method x Time	123.40	30.85	4,1992	[c]47.77
Method x Time x System	32.97	2.75	12,1992	[c]4.25
Junior High				
System	2.32	0.77	3,93	0.40
Methods	150.05	37.51	4,372	[c]36.36
Methods x System	8.64	0.71	12,372	0.70
Time	35.20	35.20	1,93	[c]29.04
Time x System	18.90	6.29	3,93	[b]5.20
Method x Time	55.52	13.88	4,372	[c]22.15
Method x Time x Trend	12.03	1.00	12,372	1.60

TABLE A12.2 continued

RESULTS OF MANOVA FOR REPEATED MEASURES BY SYSTEM ON TEACHERS' REPORTS OF TEACHING METHODS

High School

System	20.73	6.91	3,325	2.47
Methods	271.92	67.98	4,1300	[c]59.63
Methods x System	50.96	4.25	12,1300	[c]3.72
Time	173.15	173.15	1,325	[c]120.66
Time x System	1.09	.36	3,325	0.25
Method x Time	102.01	25.50	4,1300	[c]35.70
Method x Time x System	18.74	1.56	12,1300	[a]2.19

Note: [a] p≤.05 [b] p≤.01 [c] p≤.001

TABLE A12.3

RESULTS OF MANOVA FOR REPEATED MEASURES BY SYSTEM ON TEACHERS' REPORTS OF EVALUATION METHODS

Source of Variance	SS	MS	Df	F
Elementary				
System	82.41	2.34	3,514	[c]14.57
Criteria	35.65	17.82	2,1028	[c]50.35
Criteria x System	22.86	3.81	6,1028	[c]10.76
Time	.55	.55	1,514	[b]9.97
Time x System	.30	.10	3,514	1.81
Criteria x Time	4.24	2.12	2,1028	[c]13.31
Criteria x Time x System	1.04	.17	6,1028	1.09
Junior High	N=145			
System	1.34	0.45	3,127	[a]3.17
Criteria	8.95	4.47	2,254	[c]11.45
Criteria x System	6.19	1.03	6,254	[a]2.64
Time	.22	.22	1,127	[a]5.00
Time x System	.03	1.01	3,127	0.24
Criteria x Time	2.43	1.21	2,254	[c]8.02
Criteria x Time x Trend	1.14	.19	6,254	1.25

TABLE A12.3 continued

RESULTS OF MANOVA FOR REPEATED MEASURES BY SYSTEM ON TEACHERS' REPORTS OF EVALUATION METHODS

High School N=347

System	1.83	.61	3,343	[a]3.30
Criteria	22.63	11.32	2,686	[c]32.50
Criteria x System	12.60	2.10	6,686	[c]6.03
Time	.02	.02	1,343	0.40
Time x System	.08	.03	3,343	0.51
Criteria x Time	.85	.42	2,686	[a]2.97
Criteria x Time x System	.21	.03	6,686	0.24

Note: [a] $p \leq .05$ [b] $p \leq .01$ [c] $p \leq .001$

TABLE A13.1

RESULTS OF MANOVA FOR REPEATED MEASURES BY SYSTEM ON 8TH AND 11TH GRADERS' PERCEPTIONS OF ACTUAL AND DESIRED EDUCATIONAL PRIORITIES

Source of Variance	SS	MS	F	Df
Grade 8				
System	1372.25	1372.25	[c]278.32	1,1504
Goals	4058.88	676.48	[c]582.67	6,9024
Goals x System	2954.69	492.45	[c]424.16	6,9024
Time	1192.39	1192.39	[c]657.44	1,1504
Time x System	19.37	19.37	[c]10.68	1,1504
Goals x Time	968.43	161.40	[c]234.51	6,9024
Goals x Time x System	93.88	15.65	[c]22.73	6,9024
Grade 11				
System	2088.11	2088.11	[c]565.52	1,2126
Goals	5529.92	921.65	[c]906.91	6,12756
Goals x System	3945.03	657.50	[c]646.98	6,12756
Time	3650.17	3650.17	[c]1759.28	1,2126
Time x System	41.80	41.80	[c]20.15	1,2126
Goals x Time	2280.51	380.08	[c]515.36	6,12756
Goal x Time x System	85.47	14.25	[c]19.32	6,12756

Note: [c] $p \leq .001$

TABLE A13.2

RESULTS OF MANOVA FOR REPEATED MEASURES BY SYSTEM ON 6TH, 8TH AND 11TH GRADERS' PERCEPTIONS OF ACTUAL AND DESIRED CLASSROOM ENVIRONMENT

Source of Variance	SS	MS	F	Df
Grade 6				
System	5.47	1.82	[c]18.46	3,2873
Class Factors	470.48	156.83	[c]2187.51	3,8619
Factors x System	25.66	2.85	[c]39.77	9,8619
Time	17.86	17.86	[c]382.78	1,2873
Time x System	0.28	0.10	2.05	3,2873
Factors x Time	17.00	5.67	[c]127.95	3,8619
Factors x Time x System	9.99	1.11	[c]25.07	9,8619
Grade 8:				
System	52.94	17.65	[c]18.35	3,1945
Class Factors	1290.58	322.64	[c]1013.16	4,7780
Factors x System	128.74	10.73	[c]33.69	12,7780
Time	116.05	116.05	[c]322.48	1,1945
Time x System	3.26	1.09	[a]3.02	3,1945
Factors x Time	130.10	32.52	[c]168.29	4,7780
Factor x Time x System	73.06	6.26	[c]32.37	12,7780

TABLE A13.2 continued

RESULTS OF MANOVA FOR REPEATED MEASURES BY SYSTEM ON 6TH, 8TH AND 11TH GRADERS' PERCEPTIONS OF ACTUAL AND DESIRED CLASSROOM ENVIRONMENT

Grade 11				
System	363.09	121.03	[c]142.35	3,2883
Class Factors	1335.46	333.86	[c]1107.67	4,11532
Factors x System	346.22	28.85	[c]95.72	12,11532
Time	319.76	319.76	[c]840.49	1,2883
Time x System	9.32	3.11	[c]8.17	3,2883
Factors x Time	229.51	57.38	[c]313.02	4,11532
Factor x Time x System	46.43	3.87	[c]21.11	12,11532

Note: [a] $p \leq .05$, [c] $p \leq .001$
Grade 8 - N=2031, Grade 11 - N=2979

TABLE A13.3

RESULTS OF MANOVA FOR REPEATED MEASURES BY SCHOOL TYPE ON 8TH GRADERS' PERCEPTIONS OF ACTUAL AND DESIRED SCHOOL GOALS

Sources of Variance	SS	MS	F	Df
System	937.45	937.45	[c]187.84	1,1327
School Type	4.51	4.51	0.90	1,1327
System x Type	54.58	54.58	[c]10.94	1,1327
Goals	3139.13	523.19	[c]456.67	6,7962
Goals x System	1582.54	263.76	[c]230.22	6,7962
Goals x Type	10.92	1.82	1.59	6,7962
Goals x System x Type	44.77	7.46	[c]6.51	6,7962
Time	631.33	631.33	[c]338.32	1,7962
Time x System	18.28	18.28	[b]9.80	1,1327
Time x Type	3.10	3.16	1.69	1,1327
Time x System x Type	26.81	26.81	[c]14.37	1,1327
Goal x Time	521.60	86.93	[c]127.75	6,7962
Goal x Time x System	70.78	11.80	[c]17.34	6,7962
Goal x Time x Type	7.85	1.30	1.92	6,7962
Goal x Time x System x Type	16.45	2.74	[c]4.03	6,7962

Note: [a] $p \leq .05$ [b] $p \leq .01$ [c] $p \leq .001$

TABLE A13.4

RESULTS OF MANOVA FOR REPEATED MEASURES ON 8TH GRADERS' PERCEPTIONS OF ACTUAL AND DESIRED CLASSROOM ENVIRONMENT CHARACTERISTICS BY SYSTEM AND SCHOOL TYPE

Sources of Variance	SS	MS	F	Df
System	25.97	8.66	[c]9.27	3,1761
Type	6.11	6.11	[b]6.54	2,1761
System x Type	21.36	10.68	[c]11.44	1,1761
Dimension	1305.04	326.26	[c]1022.19	4,7044
Dimension x System	113.90	9.49	[c]29.74	12,7044
Dimension x Type	3.00	0.74	[a]2.33	4,7044
Dimension x System x Type	16.64	2.07	[c]6.50	8,7044
Time	118.13	118.13	[c]328.84	1,1761
Time x System	1.08	0.36	1.01	3,1761
Time x Type	0.58	0.58	1.61	1,1761
Time x System x Type	1.64	0.82	2.28	2,1761
Dimension x Time	127.52	31.88	[c]164.83	4,7044
Dimension x Time x System	60.52	5.04	[c]26.07	12,7044
Dimension x Time x Type	1.49	0.37	1.92	4,7044
Dimension x Time x System x Type	7.01	0.88	[c]4.53	8,7044

Note: [a] $p \leq .05$ [b] $p \leq .01$ [c] $p \leq .001$

TABLE A13.5

RESULTS OF MANOVA FOR REPEATED MEASURES ON PUPILS' PERCEPTIONS OF ACTUAL AND DESIRED EDUCATIONAL PRIORITIES BY SYSTEM AND HIGH SCHOOL TYPE

Sources of Variance	SS	MS	F	Df
System	445.41	1145.41	[c]122.53	1,2121
Type	43.32	14.44	[b]3.97	3,2121
System x Type	88.26	44.13	[c]12.14	2,2121
Goals	3130.54	521.76	[c]530.52	6,12726
Goals x System	1271.17	211.86	[c]215.42	6,12726
Goals x Type	343.43	19.08	[c]19.40	18,12726
Goals x System x Type	42.52	3.54	[c]3.60	12,12726
Time	1620.11	1620.11	[c]792.23	1,2121
Time x System	.01	.01	.00	1,2121
Time x Type	22.95	7.64	[b]3.74	3,2121
Time x System x Type	30.17	15.09	[c]7.38	2,2121
Goal x Time	820.19	136.70	[c]188.83	6,12726
Goal x Time x System	26.73	4.46	[c]6.15	6,12726
Goal x Time x Type	112.23	6.23	[c]8.61	18,12726
Goal x Time x System x Type	57.71	4.80	[c]6.64	12,12726

Note: [a] $p \leq .05$ [b] $p \leq .01$ [c] $p \leq .001$

TABLE A16.1

RESULTS OF MANOVA FOR REPEATED MEASURES BY SYSTEM ON PRINCIPALS' PERCEPTIONS OF ACTUAL AND DESIRED INFLUENCE OVER CURRICULUM DECISION-MAKING FOR ELEMENTARY, JUNIOR HIGH AND HIGH SCHOOLS

Source of Variance	SS	MS	Df	F
Elementary: System	27.64	9.21	3,44	[a]3.16
Time	45.21	45.21	1,44	[c]31.57
System x Time	.28	.09	3,44	.06
Statuses	39.69	7.94	5,220	[c]10.83
System x Statuses	17.11	1.14	15,220	1.51
Time x Statuses	105.88	21.18	5,220	[c]29.44
System x Time x Statuses	16.96	1.13	15,220	1.57
Junior High: System	24.79	8.26	3,8	[a]5.31
Time	28.05	28.05	1,8	[b]13.82
System x Time	2.45	.82	3,8	.40
Statuses	22.37	4.47	5,40	[c]6.76
System x Statuses	8.24	.55	15,40	.83
Time x Statuses	23.09	4.62	5,40	[c]10.36
System x Time x Statuses	3.77	.25	15,40	.88
High School: System	11.88	3.96	3,29	2.06
Time	36.80	36.80	1,29	[c]22.13
System x Time	9.57	3.19	3,29	1.92
Statuses	6.54	1.31	5,145	[a]2.42
System x Statuses	19.19	1.28	15,145	[b]2.27
Time x Statuses	26.69	5.34	5,145	[c]7.03
System x Time x Statuses	9.38	.63	15,145	.65

Note: [a] $p \leq .05$ [b] $p \leq .01$ [c] $p \leq .001$
Elementary - N=48, Junior High - N=12, High School - N=33

TABLE A16.2

RESULTS OF MANOVA FOR REPEATED MEASURES BY SYSTEM ON TEACHERS' PERCEPTIONS OF ACTUAL AND DESIRED INFLUENCE OVER CURRICULUM DECISION-MAKING FOR ELEMENTARY, JUNIOR HIGH AND HIGH SCHOOLS

Source of Variance	SS	MS	Df	F
Elementary: System	60.38	20.13	3,408	[c]9.57
Status	1197.26	239.45	5,2040	[c]241.06
Status x System	41.19	2.75	15,2040	[c]2.76
Time	175.41	175.41	1,408	[c]174.58
Time x System	60.53	20.18	3,408	[c]20.00
Status x Time	200.77	40.15	5,2040	[c]74.69
Status x Time x System	13.59	.91	15,2040	[a]1.69
Junior High: System	30.45	10.82	3,85	[b]5.37
Status	471.91	94.38	5,425	[c]88.40
Status x System	35.67	2.38	15,425	[b]2.23
Time	29.31	29.31	1,85	[c]35.60
Time x System	5.48	1.82	3,85	2.22
Status x Time	78.44	15.69	5,425	[c]30.99
Status x Time x System	14.63	.97	15,425	[a]1.93
High School: System	2.19	.73	3,286	.29
Status	928.88	185.77	5,1430	[c]167.76
Status x System	46.27	3.08	15,1430	[c]2.79
Time	116.99	116.99	1,286	[c]101.21
Time x System	53.77	17.92	3,286	[c]15.51
Status x Time	98.17	19.63	5,1430	[c]36.59
Status x Time x System	18.52	1.23	15,1430	[b]2.30

Note: [a] $p \leq .05$ [b] $p \leq .01$ [c] $p \leq .001$